

So the teachers have won their arbitration award, but in the most grudging possible way: over the live and kicking belly of the Prime Minister, and wrapped in some warnings from the local authorities that it will be at the expense of colleagues' jobs.

Mr Mark Carlisle should be given credit for fighting his corner effectively in Cabinet, and warning of the damage to schools if staff started the September term—or failed to start it—with dragging feet or outright industrial action. More important, Mr Carlisle had timing on his side this time, coupled with the uncertain temper of the House of Lords, and it was on this tactical point that he gained vital support from each Cabinet heavyweight as William Whitelaw.

With only a few turbulent days of the Parliamentary sitting left, it was problematic whether a resolution setting aside the award (and necessary under statute law) could be rushed through both Houses of Parliament. The Lords have lately proved themselves as likely to be rebellious as loyal to their own government and in any case it was not known how many had returned to the backwoods for the summer.

That was what clinched it in Cabinet, and reversed the previous week's firm decision to cut the teachers back to a single figure rise. (It is indeed worth remarking that once again it is the noble Lords—er even the threat of the Lords—which, as with school transport, prevails itself more effective than anything the Commons could throw up to deflect the hardliners in Cabinet from their policy. If it goes on like this, it will be the Conservatives who will abolish them.) There remained the possibility of postponing action or approval until October, against which Mr Carlisle's original argument presumably prevailed.

But the arbitrators don't seem to have allowed very clearly for the Clegg error, and there is still an underlying threat from Mrs Thatcher that the teachers will be clobbered in the next pay round to



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Morale is what matters now

moko up for it, so just watch out. Jam yesterday, and jam today, minus no jam tomorrow. Meanwhile, Clegg is obelisked because it is more important to keep pay down than keep it fair. Why should pay be fair? Life isn't fair.

What is unfortunate about this nannyish style of government is that it is all too clear both to the profession and the public that teachers have been put in a corner with the bad boys. There are now greedy greyns and baddy groups when it comes to deciding priorities in public sector pay rises. The good boys who must be encouraged include policeman, the armed services, doctors, and the governor of the bank of England. The baddies at present seem to be the civil service and the teachers, and they must be made an example of in order to discourage the next out of favour group. It is likely to come asking for more from the local government employers.

Nurses are goodies in a rather different sense, approved of but badly paid because they are so good that every government knows it can get away with bad treatment, in spite of public sympathy.

The teachers are less sure of public support, especially as their pay settle-

ments are being run so close together that they seem to be getting rises all the time. What that means, of course, is that they have been kept waiting a long time, net that they are being paid too much. In spite of cries of pain on all sides, the arbitration award is almost exactly what the teachers expected to get, and the L.E.A.s as a whole budgeted to pay, as was the case with the Clegg award for the previous year. So the award ought not in itself to lend to teacher redundancies, though jobs will continue to be threatened by the two per cent cuts in local government spending for 1981-82 envisaged in the last White Paper, particularly since staffing has so far been largely protected from cuts.

Perhaps what really matters is that teachers should be awarded rather more public approbation to bolster up the rise they have wrung like blood out of a stone. It may be that Mrs Thatcher fought such a hard and well-leaked Cabinet battle to do them down just because they were the first public sector example to hand, or that she has been entertaining serious doubts about their value as a profession ever since her formative years at the Department of Education.

Assuming that the second, unworthy

suggestion can be charitably discounted, it really is sheer time that the Government accepted that the quality of education cannot remain intact if its quality is subject to constant attrition on cost accounting grounds. In particular, the quality depends inextricably on teacher morale, as does the success of any reform designed to improve standards (which this Government was supposed to be in business to do).

Teacher morale, however, must be at its lowest ebb since the Second World War, in spite of the new pay award. Though hard-headed employers say the pay can only be boosted at the expense of other people's jobs and that both pay and jobs are maintained at the expense of textbooks and other resources, the truth is that squeeze in all these areas combined to make the return to the classroom in the autumn an unwelcome prospect.

Although there have been no large scale redundancies so far, promotion hopes are negligible and redeployment beginning to have a disheartening effect in many areas, with the departure of part-timers and those on short-term contracts, staff are increasingly intimidated on unfamiliar subjects and options disappear from the curriculum.

It may be that Mr Carlisle's fight for the pay award in Cabinet will help to make up for the evidence elsewhere of loss of public esteem, and the Education Secretary should build on it if he will. Cares about raising standards. Under morale is restored little can be done, for example, about the sort of construction regular assessment that would also help to weed out the weaker brethren who do exist (a move called for again by the week's PAT conference) because of unions would understandably be not defensive to cooperate. And judgments about the quality of teaching are not the last things to govern redeployment strategies; but likely to remain so in the present tense climate. Almost any improvements, in fact, will depend on morale. It is time to stop bashing the teachers.

NEWS

Impossible to allow for Clegg error, say arbitrators

by Richard Garner

Teachers should receive a pay deal which will cost local education authorities 13.6 per cent during the current financial year, the three-man arbitration panel on their pay claim says.

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been discovered before the report was published. It adds that while it might have led to some revision at the lower end of the pay scales there would have been an effective ground for raising the pay of the majority of teachers, as does the success of any reform designed to improve standards (which this Government was supposed to be in business to do).

The report adds that it is "fruitless" to speculate when the management pay offer for 1980-81 was reduced from 13 per cent to 9.3 per cent, to take account of the error. "The offer of 9.3 per cent," it says, "was a survival of the fittest, and the commission was about to revise their figures but not the formal announcement," it says.

"It is equally fruitless to decide the almost philosophical question as to which of the figures 'ought' to be used," it says. "The simple fact is that the first standing commission report has been agreed."

The report says that the local authorities' management pay offer for 1980-81 was reduced from 13 per cent to 9.3 per cent, to take account of the error. "The offer of 9.3 per cent," it says, "was a survival of the fittest, and the commission was about to revise their figures but not the formal announcement," it says.

"More will inevitably lead to other measures of economies which will result in the loss of teaching jobs. There is little scope for further savings," they agreed.

However, the report points out that a larger sum had been offered

initially to the teachers and "could have been accepted." "It was emphasized to us that the economic position of the management side was worsening," it adds. "We still have to bear in mind that a particular sum has been offered."

In their report on the pay of the 80,323 college lecturers in England and Wales, the arbitration panel also recommends an immediate pay increase of 12 per cent backdated to April 1. In their case, though, principals of the largest colleges will receive a smaller increase (1.5 per cent) under the second stage of the deal while lecturers will receive increases of 17, 18 or 19 per cent from the post-Clegg deal will receive 3 per cent and those in the middle bracket 2.5 per cent.

The argument put forward by the teachers' panel that pay should be restored to the level of the Houghton inquiry in 1974 is rejected by the arbitrators who say: "We accept that and must say that to index Houghton for the period suggested would be an unsafe guide as to appropriate scales in 1981. Indeed, the standing commission (Clegg) was intended to supply an up-to-date guide based on comparisons."

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Estimated salaries after the award

Class	Minimum	Maximum
Qualified Teacher	£10,790	£24,393
Scale 1	£10,790	£12,393
Scale 2	£12,393	£14,393
Scale 3	£14,393	£16,393
Scale 4	£16,393	£18,393
Senior Teacher	£18,393	£24,393
Deputy Head Teacher	£18,393	£24,393
Head Teacher	£24,393	£24,393
Group 1	£10,790	£12,393
Group 2	£12,393	£14,393
Group 3	£14,393	£16,393
Group 4	£16,393	£18,393
Group 5	£18,393	£20,393
Group 6	£20,393	£22,393
Group 7	£22,393	£24,393
Group 8	£24,393	£26,393
Group 9	£26,393	£28,393
Group 10	£28,393	£30,393
Group 11	£30,393	£32,393
Group 12	£32,393	£34,393
Group 13	£34,393	£36,393
Group 14	£36,393	£38,393
Group 15	£38,393	£40,393
Group 16	£40,393	£42,393
Group 17	£42,393	£44,393
Group 18	£44,393	£46,393
Group 19	£46,393	£48,393
Group 20	£48,393	£50,393
Group 21	£50,393	£52,393
Group 22	£52,393	£54,393
Group 23	£54,393	£56,393
Group 24	£56,393	£58,393
Group 25	£58,393	£60,393
Group 26	£60,393	£62,393
Group 27	£62,393	£64,393
Group 28	£64,393	£66,393
Group 29	£66,393	£68,393
Group 30	£68,393	£70,393
Group 31	£70,393	£72,393
Group 32	£72,393	£74,393
Group 33	£74,393	£76,393
Group 34	£76,393	£78,393
Group 35	£78,393	£80,393
Group 36	£80,393	£82,393
Group 37	£82,393	£84,393
Group 38	£84,393	£86,393
Group 39	£86,393	£88,393
Group 40	£88,393	£90,393
Group 41	£90,393	£92,393
Group 42	£92,393	£94,393
Group 43	£94,393	£96,393
Group 44	£96,393	£98,393
Group 45	£98,393	£100,393
Group 46	£100,393	£102,393
Group 47	£102,393	£104,393
Group 48	£104,393	£106,393
Group 49	£106,393	£108,393
Group 50	£108,393	£110,393
Group 51	£110,393	£112,393
Group 52	£112,393	£114,393
Group 53	£114,393	£116,393
Group 54	£116,393	£118,393
Group 55	£118,393	£120,393
Group 56	£120,393	£122,393
Group 57	£122,393	£124,393
Group 58	£124,393	£126,393
Group 59	£126,393	£128,393
Group 60	£128,393	£130,393
Group 61	£130,393	£132,393
Group 62	£132,393	£134,393
Group 63	£134,393	£136,393
Group 64	£136,393	£138,393
Group 65	£138,393	£140,393
Group 66	£140,393	£142,393
Group 67	£142,393	£144,393
Group 68	£144,393	£146,393
Group 69	£146,393	£148,393
Group 70	£148,393	£150,393
Group 71	£150,393	£152,393
Group 72	£152,393	£154,393
Group 73	£154,393	£156,393
Group 74	£156,393	£158,393
Group 75	£158,393	£160,393
Group 76	£160,393	£162,393
Group 77	£162,393	£164,393
Group 78	£164,393	£166,393
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Group 80	£168,393	£170,393
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Group 86	£180,393	£182,393
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Group 88	£184,393	£186,393
Group 89	£186,393	£188,393
Group 90	£188,393	£190,393
Group 91	£190,393	£192,393
Group 92	£192,393	£194,393
Group 93	£194,393	£196,393
Group 94	£196,393	£198,393
Group 95	£198,393	£200,393
Group 96	£200,393	£202,393
Group 97	£202,393	£204,393
Group 98	£204,393	£206,393
Group 99	£206,393	£208,393
Group 100	£208,393	£210,393

Block grant experiment next month

by Sarah Bayliss

A short sharp assessment of how the quality of education in individual local authorities may be affected by the switch to a new system of paying for local government—the block grant—is to be made by district inspectors in every authority.

The nationwide exercise, to be carried out in September, has been requested by the Department of Education and Science. It is the first sign that the theoretical calculations which underlie the new way central government will contribute towards the cost of local services will be scrutinized at local level before the changeover in November.

The inspectors' findings will not be published and it can only be assumed that the Government will take account of their subjective but well-informed opinions.

The block grant is to replace the present rate support grant system. Under the new system the amount needed for education will be calculated according to an assessment of the differing needs of pupils and students, based on a number of defined factors such as social or economic disadvantage.

Officials from the DES and other ministries have been working on this assessment since the Spring and are thought to have come up with two different

Platform

High youth unemployment could be solved by taking the 16 to 18s out of the jobs market into a work-based scheme of training says Morris Kaufman

Alternative to the 'scrap-heap'

It all depends on your point of sensitivity threshold as to the level of young unemployment that sets your nerves jangling and causes you to ask, "What can we do?" But there cannot be many now who remain unaffected by the appalling level of young unemployment. Are we quite helpless in the face of what appears to be a national catastrophe? Even the Government is finding it necessary to indicate concern, and in hint that more money may be made available to keep the youngsters off the streets and out of the unemployment statistics.

But what indeed can we do? It is not merely that more out of work young people will require comprehensive nurse work experience or types of Youth Opportunities Programme provision, though this will be necessary in the immediate future. The fact is that outside this gross quantitative increase, a greater number of people being qualified for and taken in charge of a YOP opportunity, or even to join the dole queue once again. The numbers of long-term out of work youngsters is growing fast.

It has been said, comfortingly, in the past year or two that the YOP scheme actually creates jobs. Have not 70 per cent or more of the YOP experience placements transferred to the company payroll? Of course that has been true, and the reasons for it may have been several. It may be that employers find the scheme a useful selection mechanism or the young trainees may have been employed in preference to other possible recruits. Be that as it may, many fewer youngsters are now being transferred from YOP to the payroll. The 70 per cent figure is falling fast. That, it should be said, does not mean that the necessity for the YOP or the strengthening of it.

The developing unemployment situation is clearly making the present or even officially envisaged schemes quite inadequate, even if we contemplate the present level as a temporary visitation. But there is every reason to believe that youth unemployment is now structural rather than cyclical. It is a phenomenon common to industrially advanced western countries, and already of long standing in some, for example the United States. All the indications are that churning technology, which makes it possible for less work to deliver more goods and services, is relentlessly squeezing young people out of the labour market.

Sir Keith Joseph is no more right in this matter than he is on some others. He tells young people not to price themselves out of the market by demanding high wages. If he reads the reply by one of his colleagues to a parliamentary question, he will see that the differential between young and older workers has barely changed in recent years.

Wages of under-18s as a percentage of male and female adult rates (from the New Earnings Survey).

	April 1974	April 1979
Male manual	51.8	54.0
Female manual	58.6	67.7
Male non-manual	31.4	35.0
Female non-manual	34.0	54.2

During the period 1974 to 1979 unemployment among under-18s rose from 33,000 to 258,000. It is difficult to ascribe this eight-fold increase to the minuscule proportional changes given above.

The recent editorial in *The TES* may well have been right when it stated that the next few years may see the virtual elimination of ordinary employment for the under 16s. In that event, why should we not make a virtue of necessity, and withdraw that section of the population from the labour market? If our present employment crisis seems basically from our ability to produce more with less work, then



what is more logical than to reduce the amount of available working time for workers; a very simple thought which provides no justification for any of the 'cheap labour' schemes that are currently being peddled in one or other guise. Such schemes would of course defeat the very purposes of the exercise.

The foregoing is the 'labour market' or 'employment' reasoning, which derives from the ineluctable pressure of industrial progress. But there is another line of thought, starting from a consideration of the developmental needs of a large and neglected section of our young people, which leads to exactly the same conclusion.

More than 60 years ago, in 1917, the Lewis Report, issued from the government, drew attention to the neglect of the educational needs of early school leavers. The Fisher Act of the following year attempted to remedy the deficiency, but without success. But in his 1944 Act had another try and said that: "We cannot fail in this matter in 40 years... if we sit and let this matter drift, no education reformer in the country will be able to lift his head in the future." He obviously underestimated our capacity for failure and the thickness of our skins. Using day-release as a criterion in this respect we have actually been moving backwards since 1966, when the total figure for 16 to 18 year-olds was 1.6 million; more than a third of a million compared with the latest known figures (1977) of just about a quarter of a million; less than 20 per cent of the young people of the age group at work.

Yet there has been a significant change in the terms of the discussion in the last few years which have witnessed a growing interest in the educational and training needs of the unskilled, the untrained and unemployed. This has been generated by YOP and perhaps even more by the very linked but significant development of the Unified Vocational Preparation (UVP) scheme for young people at work. Experiences of both schemes are having a profound influence on the youngsters, teachers, industrial trainers and others involved. There is no space here to consider those lessons or their implications. We would, however,

refer the reader to the comprehensive NFER Evaluation of UVP and to the evaluation of the industrially more limited programme of the Rubber and Plastics ITP for a discussion of the subject. The general drift of their major conclusions and of others in the field including the government Green paper *A better start in working life*, follows the lines indicated below.

● We are in no way restricted by notions of participation skills or job training. The objectives of the education/training under consideration are related to the transition from school to adult life of which work is a crucial element.

● The education/training programme must be work-oriented rather than educational institution based.

● The programme should consist of on-the-job and off-the-job elements (probably but not necessarily at college) which we should strive to make another try and said that: "We cannot fail in this matter in 40 years... if we sit and let this matter drift, no education reformer in the country will be able to lift his head in the future." He obviously underestimated our capacity for failure and the thickness of our skins. Using day-release as a criterion in this respect we have actually been moving backwards since 1966, when the total figure for 16 to 18 year-olds was 1.6 million; more than a third of a million compared with the latest known figures (1977) of just about a quarter of a million; less than 20 per cent of the young people of the age group at work.

● The programme should involve a sympathetic adult, or 'industrial tutor' at work who among other functions will aim to effect the integration.

● A residential period of a week or more is a most desirable and necessary component of the programme.

It is fair to say that there is broad consensus on the points mentioned. At this moment, however, this would probably not be true about the duration of the programme. The Rubber and Plastics ITP recommends a two year programme designed to give experience of working life, the acquisition of skills in a number of situations... and so on. The Distribution ITP works to a 13 week scheme. "A Better Start" proposes the same, though in both cases the more limited period espoused owes more to the practical economic and political difficulties of the moment than to a consideration of the needs of the young people or the industrial or social needs.

Be that as it may, the consensus on the rationale of provision for the post-16 school leavers has some important implications. One is that there is no real difference between the content of YOP and UVP. History and the needs of administration may have dictated the existence of the two schemes, but the distinction has no validity for the young trainee. Any such distinction even becomes destructive when we take into account the fact that any given young worker may be employed and unemployed during the 16 to 18-year period.

The educational and training needs of young people in, or seeking work, call to an unprecedented extent, upon a joint contribution of industry and education. It is, therefore, manifestly insensible that industry should be asked to bear the main cost and major responsibility for it. It quite clearly will not accept it. Government papers of any colour proposing it will merely extend this 50 barren years in this respect. But if we were to recognize that 16 to 18-year-olds at work are not yet workers on the employers' payroll, but young workers and citizens in training, still within the ambit of education and training, then that would open the door to serious development programmes designed to mediate their entry into the adult world and help them acquire the admission ticket to it through the status of worker.

NEWS

Full timetable for graduates in training

by Bert Lodge

Student teachers will spend four and a half days a week in school throughout the whole of their post-graduate training year in an experimental routine expected to be piloted at Newcastle Polytechnic in 1983.

This is a far higher proportion of time spent in school than has ever figured in previous teacher training courses. Up to ten years ago graduates could still enter the profession with no preparation at school practice at all. Half a dozen months and science degrees still, though few avail themselves of the privilege.

The course is outlined in the latest publication of the teacher education study group of the Society for Research into Higher Education. The programme is led by Frank Murphy, head, and Mr. David Gilham, principal lecturer, in the polytechnic's school of education. But in the same volume another teacher-trainer warns against its spread to so much time in school.

"Our academic freedom is precious," writes Mr. Charles Haemon, senior lecturer in Bristol University's school of education. "We must not surrender it lightly by handing over too much of the teacher-training function to a group (school teachers) under control of local education authority inspectors and local politicians."

Sixteen students, about one fifth of the polytechnic's usual secondary level intake, will take part in the Newcastle scheme, still to receive final validation from the Council for National Academic Awards.

They will all work in one comprehensive school, except for their final teaching practice, six weeks, spent in another school. They will be supervised by a team of teachers from the school and lecturers from the polytechnic.

One lecturer will work full time in the school and will teach for one third of the school timetable. Mr. Gilham said this week teacher unions had agreed to support the experiment in principle, but that they were concerned about its effect on their members' regard to extra remuneration and staffing in the event of the scheme being brought to an end. The local education authority had also extended a cautious welcome.

By this third term the students will each have a teaching load equal to one third of a full-time teacher. This will amount to an addition to the school's teaching strength of 5.34 teachers.

Before the term begins, the school will be asked to consider a matter of months' notice, which they will be expected to teach almost 33 lessons a week. This means that a school that is already teaching should be provided in the latter part of the course.

"Second, these graduates will likely be so risky from the school point of view as students who are on conventional blocks. Their capabilities and limitations will be known. In many ways they will be over-protected members of the school staff."

Developments in PCEE (Professional Certificate in Education) are the result of more than 20 years' research by Dr. Margaret Newman, who is based on the work of the under-16s which has been more than 2,500 children. The index is already well known in the field to diagnose dyslexia.

NEWS

Walsall's Labour group sparks new row over jobs for the 'socially aware' More 'responsive' teachers sought

by Richard Garner

Walsall's ruling Labour group has fuelled a new controversy by urging party members who are school governors to discriminate in favour of teachers who "really understand the problems faced by children living in the area" when appointing new staff.

The town recently incurred the wrath of Prime Minister, after its ruling Labour group vowed that it planned to discriminate in favour of candidates who were "socially aware" at interviews when appointing new officers.

Conservatives feared this was a hidden intent to discriminate against their members of interviews and now the policy's implications for the education department have led to a teachers' union threatening legal action and condemnation of the authority by Mr. Mark Carlisle, the Education Secretary.

Mr. Eric Allon, the chairman of Walsall's education committee, denied that the policy would impede Conservatives from being employed by the authority. He added: "What we are seeking is a more responsive attitude from the officers who are in contact with the public. We wish them to adopt something other than a hard-line bureaucratic approach."

"Our statement of intent doesn't make any specific reference to teachers who are, of course, appointed in a different way—often through governors' meetings where there are present representatives and no political bias."

"It has long been our intention to a teachers' union threatening legal action and condemnation of the authority by Mr. Mark Carlisle, the Education Secretary."

Mr. Carlisle said: "The problems faced by the area served by the school, however."

The Professional Association of Teachers, the union whose members have pledged never to go on strike, however, feel that the policy could have the same inherent danger as the town's overall recruitment policy and is considering the possibility of legal action against the authority. It is likely such action could only be taken if a teacher felt he or she had been discriminated against.

Asked about Walsall's policy by PAT members last week, Mr. Carlisle said: "Appalling as I find the concept of any form of political vetting on jobs offered by any local authority, it is almost worse when one considers that some concept coming into the area of teaching."

Mr. Allon said that the Conservatives would be insisting that the term "socially aware" meant "Socialist" but he did not think any Conservative would be barred from a job because of the statement of intent.

Schools will be "strongly recommended" but not compelled to issue the certificate. At present about half of the city's secondary schools issue a school leaving certificate of some kind; other the authority's present simple one or one of their own design.

A personally profile in the new certificate will record teachers' estimates of pupils' ability in each of the subjects. These will be used to indicate to parents, teachers, and the public, self-reliance, application, and willingness to cooperate.

These are rated on a five-point scale, ranging from "excellent" and "good" in "average" and the negative ratings "below average" and "poor".

Racist influences under attack

by Diane Spencer

Institutionalized racism is rife in British schools, the Commission for Racial Equality says in its submission to the Rampton committee inquiry into the education of ethnic minorities.

Negative stereotypes, ethnocentric attitudes and inequality of opportunity are major influences on the school curriculum, the Commission says. Many teachers see these children as "problems", feeling their own "an integrationist philosophy of rare relations that is including, delaminating and racist," it says.

The committee of inquiry should not be taken in by the twin assumptions of pluralism and racism. Educationists should assume that minority children represent a positive and enriching contribution to British education in terms of culture, language and religion.

The most important educational issue facing the West Indian community, it says, is the alienating and opprobrious label of "underachievement" of their children in schools.

For some it was an insulting and derogatory term with unacceptable implications regarding the intellectual capacities of black children, says the Commission.

Unfortunately, the issue was complicated by the absence of national records on comparative pupil performance and available evidence was small, scattered and sometimes contradictory.

Teachers' held "simplistic misconceptions" of West Indian attitudes to education. Many black parents had higher expectations for their children and expected far more than teachers realized.

All minority children, especially West Indians, would benefit from a self-identity and education against racism. Those who pass through an education system which essentially ignores their differences have a traumatic time when they move into the labour market with its highlights of discrimination by discriminatory practices and attitudes, the commission says.

All local education authorities should have an official multicultural education policy to suit local circumstances, otherwise the education system would be a cohesive programme of action. The Department of Education should evolve a national strategy once it has established an overall view of priorities and needs, the commission concludes.

The curriculum must be reappraised and reoriented to cope with our multicultural and multi-racial society, the National Association of Inspectors and Educational Officers says in its evidence to Rampton.

This would mean a vast in-service training exercise and the convincing of many teachers and headteachers, which will be more easily achieved by educators working in teams and in agreement about the changes necessary in curricula, they say.

Carlisle gave 'loaded' view of work, say centre governors

by Sandra Hempel

The Secretary of State for Education has been accused of misleading a Parliamentary select committee.

Governors of the Centre for Educational Diagnostics, which is due to close this month, say that Mr. Mark Carlisle underplayed the centre's work in the education community and gave an inaccurate and misleading impression and was unwilling to understand the centre, they say.

The main quarrel is about figures relating to the number of inquiries handled by the centre which Mr. Carlisle gave in the committee. Mr. Carlisle said that the centre had only 499 queries last year and most of those were from students asking what the centre did. The centre had not justified the hopes placed in it or been used as much as expected, he said.

The governors claim that the figures were inflated to make the centre appear more successful than it was. They say that the centre had handled more than 1,000 inquiries last year and that the figures were inflated to make the centre appear more successful than it was.

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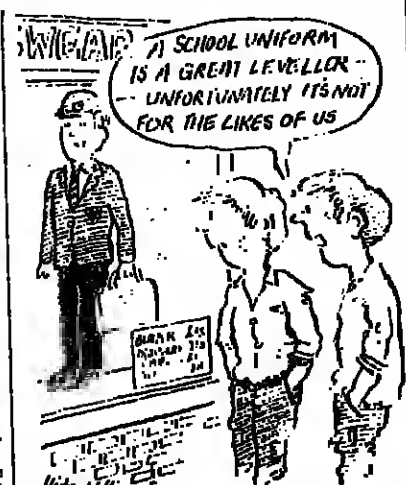
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Dressing down in Sussex

From next term schools in East Sussex will no longer be able to insist that pupils wear uniforms. The following the council's decision to stop paying grants towards the cost of uniforms to low-income families.

Education authority officials will meet head teachers in the autumn to spell out the new relaxed rules on school dress.

Present regulations on the wearing of uniforms are left to individual head teachers and vary greatly from school to school.

Now the council hopes to save about £50,000 a year by withdrawing the grants, which last year averaged £18 and were paid to more than 4,000 pupils.

Parents applying for a grant next term will be told to consult the Department of Health and Social Security about a grant towards "clothing in general rather than distinctive clothing."

In practice, however, school uniforms are virtually indistinguishable from DBSS grants and, although ruling has been successfully challenged a few times, this "loophole" will be closed by new legislation in November.

"We chose to stop the uniform grant rather than make any cuts in the 'basic' provision of education," said Mr. George Burton, chairman of the education committee.

"No authority has the legal right to insist that pupils wear uniforms and most uniforms are impractical anyway. A child can learn on matter what he is wearing and jeans and sweaters seem to me to be more sensible than many types of uniforms."

Non-academic efforts to go on record

by Bob Dow

Birmingham is to introduce a new school leaving certificate for all pupils recording such things as punctuality, initiative and reliability as well as academic achievements.

The idea is to provide some mitigation for pupils in the last two years of schooling. These unlikely to obtain O levels or CSEs are expected to benefit from it most though it has been designed by a team of Birmingham teachers and inspectors to be suitable for all pupils.

Schools will be "strongly recommended" but not compelled to issue the certificate. At present about half of the city's secondary schools issue a school leaving certificate of some kind; other the authority's present simple one or one of their own design.

A personally profile in the new certificate will record teachers' estimates of pupils' ability in each of the subjects. These will be used to indicate to parents, teachers, and the public, self-reliance, application, and willingness to cooperate.

These are rated on a five-point scale, ranging from "excellent" and "good" in "average" and the negative ratings "below average" and "poor".

The notes for guidance for teachers filling in these forms say "omn" should only rarely be used and generous allowance should be made for "any pupil whose school life has been affected by personal or family difficulties."

No confidential information should be put on the form which is intended as a public document. The poor column is intended as a definite negative category for use only when it is clearly deserved taking into account the whole situation.

The form also provides for comments on attendance, punctuality, sense of responsibility, and out of school activities where known or well as the subjects studied and attainments.

According to the notes for teachers, the certificate could "act as a motivating factor for pupils in the last year or two before reaching the statutory school leaving age, it is important, therefore, that pupils know well in advance that certificates will be issued and that a good certificate must be earned."

"Those pupils who are likely to leave school with few examination successes or other obvious achievements should know that effort and a positive attitude will be generously reflected so that they can be awarded a certificate which will make a good impression on employers."

The certificate is expected to be in use next year.

Euro consultant is new professor

Dr. Eileen Byrne has been appointed Professor of Education at the University of Queensland in Brisbane. She takes up her post in January next year.

Dr. Byrne is currently an education consultant to the Commission of the European Communities and to UNESCO. She has wide experience of local education authority administration and is a founder member of the Business Education Council.

The Associated Examiners Board has bought a new computer to help process the results of 500,000 candidates and a million subject entries each year.

The Hampshire-based board will also use the new equipment to improve the standards of examining standards and consistency.

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NEWS

In brief

Core: 'need for economics'

Economics teachers have complained to the Government about the need for more economics studies in its plans for a common core curriculum. The Economics Association has told education ministers that every pupil needs a framework of basic economics before he leaves school in order to understand the world and its institutions.

Responding to the Government's document 'A Framework for the school curriculum', the association says it is seriously concerned that "specific reference to economics education is confined to a brief mention".

In terms of changes in social attitudes and values, new economic circumstances and employment patterns, and the extension of knowledge, it is essential to find a larger and more central place within the curriculum for appropriate content in the area of economics."

Ups and downs of grants to students

There was a three per cent drop in the number of full value discretionary grants to students between 1977-78 and 1978-79, although the number of new awards made rose from 30,000 in 1977-78 to 31,000 in 1978-79. The number of mandatory grants fell by one per cent because of the cut in teacher training places.

However, the number of post-graduate awards made by the DES and the Research Councils was up by 400 to over 17,000—the highest recorded.

These are the main facts to appear in the latest Statistical Bulletin from the DES, 'Student Awards—Provisional Figures for 1978-79'. It shows that L.A.s. were paying 320,000 mandatory and 50,000 full value discretionary awards in that year, at a total cost of £52.8m. This compares with total expenditure of £46.6m in 1977-78.

Local authorities paid the full grant of 29 per cent of all dependent students, that is those whose grant is subject to a parental contribution. A quarter of dependent students at university received the full grant, compared with a third at further education establishments.

Fewer books bought

Schools bought one million fewer books in the first three months of this year than in the same period last year.

This represents a drop of 13 per cent, from 7.5 million to 6.5 million, according to figures from the Educational Publishers Council. The total number of school books bought last year was down in turn by one million over 1977.

The Council's director, Mr John Davies, said that books accounted for less than one per cent of educational spending. The facts contradicted the Secretary of State's claim that cuts could be made without affecting classroom resources, he said.

End to foreign check

Forty foreign students have been sacked from their holiday jobs with an examination board. The students, employed by the Associated Examining Board in Hampshire to check marks totals, were found to be working illegally with no work permits.

Now the Department of Employment is insisting that Britons get the jobs instead.

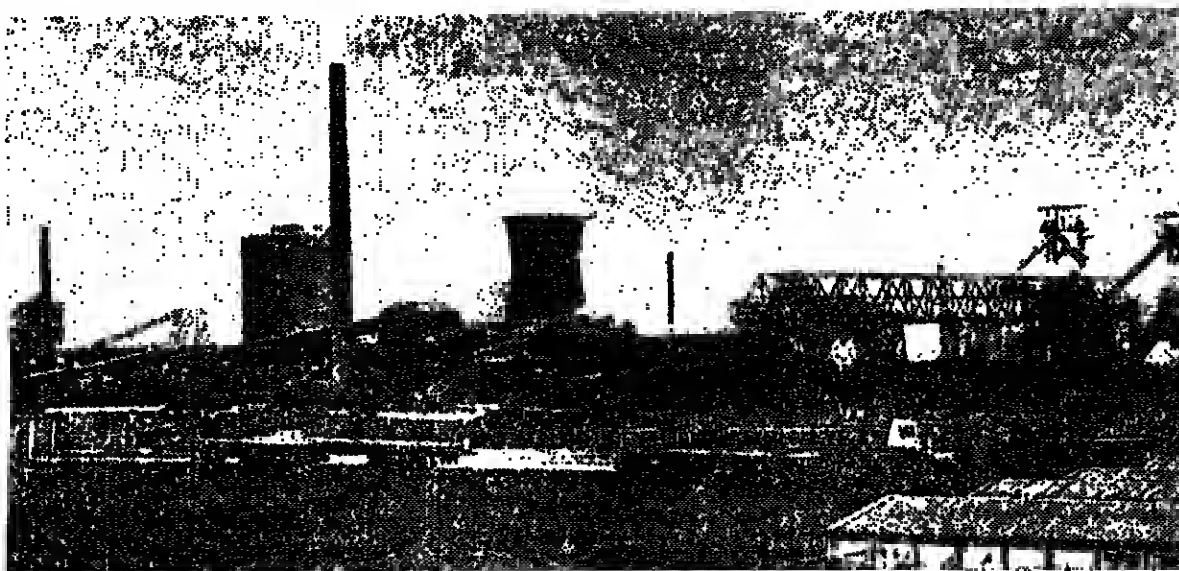
Work permits are normally granted only for jobs which cannot be filled by local residents. The board had been unable to find suitable indigenous workers to fill the jobs in the past.

Nursery status

Nursery nurses need a proper career structure if their poor status is to improve, says the National Union of Public Employees.

NUPES is giving evidence to a panel of inquiry on nursery nurse training. It has been strongly critical of the National Nursery Examination Board which, it says, is not accountable to government or local authorities and fails to consult trades unions.

Biddy Passmore concludes the series on school-leaver unemployment with a report on Consett, Co. Durham



Consett steelworks: the town's jobless total will rise by one third on September 30

Steel town blues

When the huge steel works closes on September 30, the total unemployment rate in Consett will shoot up to a third.

But unemployment is a familiar spectre to Derwentside. In addition to the 3,700 jobs due to go in Consett this autumn, there are the estimated 15 to 20,000 destroyed by the National Coal Board in the Stanley area during a short and brutal period of rationalisation in the 1950s.

Last year's steel strike speeded up the general decline. Steel-dependent and steel-related industries such as transport, textiles and construction were badly hit and a steady trickle of redundancy notices is still coming in.

"The closure of the steel works is just the latest in a series of kicks in the teeth the people round here have had", Ken Wilkinson, the local careers officer, commented. "And in Consett's case, the worst."

For this year's school-leavers, the closure of something that affects their fathers' work directly than themselves. Very few go straight from school into a job with the British Steel Corporation and the number has been declining in recent years. Only about 14 apprentices and 25 junior operatives were taken on last year. In all, the number of young people to training at the steel works is about 200.

Still, the closure narrows down their choice of jobs even more and its ramifications will extend far beyond the steel industry. Companies badly affected during the steel strike can only decline further when the works shuts down. And the retail and service sector, now relatively buoyant, will probably slump in the next year or two, thus cutting the number of jobs available to the young.

In terms of bad statistics, the position could already hardly be worse. Last month, there were 862 unemployed young people in Derwentside, of whom 417 were in Consett. Yet Consett careers office has not a single vacancy on its books. The two vacancies that have come up since May were snapped up straight away. Careers officers have nothing to offer the 40 or 50 anxious youngsters who visit them every day, other than a place on the Youth Opportunities Programme or a place in the dole queue.

However, the position does not seem so bleak after reading the actual destination of last year's fifth-formers. Well over a third stayed on in full-time education—and a further third went straight into an apprenticeship or some kind of full-time work, mostly clerical or in the retail industry. Nearly a sixth entered the Youth Opportunities Programme. Only 50—out of over 700—were genuinely unemployed.

Consett's young people get sound teaching and good careers advice at the two secondary schools: Alncliffe, a 11 to 16 former secondary modern and Black Fyne, the ex-grammarian school covering the 11 to 18 age range.

Black Fyne has 1,200 pupils, most

of whose parents are steel workers. Hartlepool, say, where there aren't any. And try and make sure you've got a job before you go. You might as well be unemployed and an supplementary benefit at home as in some little flat somewhere else, where you can't pay the gas bill.

If they want to move away, she advises them to go to a town where they have relatives or into the armed forces, a popular option with young people in the Newcastle and Durham area, who are attracted by the ideas of security and skilled training.

Careers officers are concerned at the implications for young people of Government exhortations to "get mobile". "Very few young people are prepared to move away from home at 16 or 17", Mr Dermot Dick, county careers officer says. "At 18 it's a different story if they have some identifiable skill to sell and they are also eligible for a TOPS training scheme. But before that, where are they to go? There is a tremendous social and moral responsibility in advising young people to move away from home to a very uncertain situation elsewhere."

At a careers class with the top band, aspirations were higher. Every pupil in a class of about 25 was planning to stay on into the sixth form and take A levels. There are few signs of the brightest leaving straight after O levels and get job here. Indeed, the deputy headmaster says he is worried that half of this year's 180 fifth formers will return to school in the autumn—more than the school can readily accommodate without timetable problems.

But all that may change. When most of the pupils leave, the town will be thrown out of work in the autumn, there may be greater pressure on the young to start bringing some income into the family. A number of families may simply move out of the neighbourhood altogether.

Future shift form numbers are uncertain that plans to merge Black Fyne's sixth form with the FE college to form a tertiary college have been abandoned for at least the next five years.

For those school leavers who can't find real jobs, the Youth Opportunities Programme is on hand to provide the best available alternative. YOP now caters for about 500 unemployed school-leavers in the area. Most are on short courses at the local FE college or on work experience schemes lasting six or twelve months.

The main problem is the lack of employer-based schemes. "As the firms to the area go into a downward spiral of short-term working, redundancies and then full closure, employer-based work experience schemes are very few and getting fewer", pointed out Mr Dick. "This is a problem even before the steel works closes."

Most of the work experience gained by young people on YOP is therefore in community schemes, the largest being mounted by Ago Concom. These are bound to offer worse long-term prospects for the

participants than schemes based on firms where there are permanent jobs. The figures speak for themselves. In Consett, only 20 per cent of young people taking part in work experience schemes got permanent jobs afterwards. The national average is 60 to 70 per cent.

Smiling this autumn, county and MSC officials hope to be able to offer "son of YOP", an integrated one-year package of training and work experience with careers advice at every stage, so that the present YOP-dole-YOP is stopped.

But what of the future for the town, perched high up among beautiful countryside—a huge but complex looking nur, incongruously over green fields?

The answer must be that the future is less bleak than it seems at first sight—and might just be cosy. First, local councillors and the British Steel Corporation itself seem to have persuaded the Government that Consett's problem is solvable. "We have persuaded them to go for regeneration rather than evacuation", Mr Paddy Naylor, founder and chairman of Job Creation Limited and a former BSC executive, said. The Government has already given £12 million to factory building by the English Industrial Estates Corporation and their prime site is in Consett.

Among enterprises trying to create new job opportunities in the district, perhaps the most important is a little-known subsidiary of BSC itself: British Steel Corporation (Industry) Ltd. Started up about five years ago to mitigate the damage wrought by the steel giant as it tried to streamline its operations and become profitable, the company has really become effective in the last 2 or 3 years.

Alan Humble, BSC (Industry) coordinator for Derwentside, is well aware of the magnitude of the problem in Consett. He was brought in a year ago to help with the continuation of BSC's operation in this town—before the decision to close the works down entirely had been reached. All of a sudden, he found his task had assumed mammoth proportions.

"There is no way the number of jobs that will be lost can be contained in the short term for matter of months", he says bluntly. "I hope we can make significant inroads in 18 months or two years. Anyone who suggests it can happen overnight is mad. But I think I hope that businesses may be able to absorb that people wouldn't otherwise have done."

He and his colleague, Lewis Haveron, are trying to tap three potential sources of employment: footloose industry, that wants to locate a project somewhere, and enterprising individuals prepared to set up on their own.

The company hopes to repeat its greatest triumph so far: the creation last year of the Clyde Works shops on the site at the former Clyde Works, providing employment for 500 people in 30 units. The new businesses included dollmaking, precision engineering, a secretarial school and the manufacture of colonial reproduction furniture.

So far, the response has been encouraging. At a one-day ropeshop on the site at the former Clyde Works, more than 100 people expressed interest in setting up their own businesses. "Most of them were from the area, and 36 were BSC employees."

It will not be quick or easy. The Youth Opportunities Programme will continue to absorb a large proportion of Consett's school-leavers for a few years yet—perhaps for the foreseeable future. But it is possible to detect a note of optimism even in the town. Consett has been dominated by the steel works for the last hundred years and from one that the original coal and iron industries are no longer used, there is no logical reason why it should still be a steel town, perched high up and isolated on the top of a hill, and feel that it is bad for a small town to be wholly dependent on a single industry.

So the closure of the works is not seen as an unpromising disaster, although optimism must be healthy. As Mrs Thatcher's economic medicine does not work, even if it is undoubtedly true that the steel industry is in a state of decline, it does, many of the older workers are unlikely to start again in any other industry, changes in the wider choice of jobs and a more pleasant environment in which to work.

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NEWS

Professional Association of Teachers' conference at Cardiff
Burnham profile study delay

by Richard Garner

The long-awaited review of union membership of the Burnham committee, which negotiates teachers' pay, has been delayed. Mr Mark Carlisle, the Education Secretary, said the Professional Association of Teachers' Conference last week.

Mr Carlisle said he had asked all the teachers' organizations to submit up-to-date figures of their membership in maintained schools in England and Wales to allow him to announce the results of his review by the end of September.

"We have not yet obtained figures on a comparable basis for each teacher union", he added, "and we are obliged to seek the best advice of the other parties in Burnham—the local education authorities."

The difficulties in obtaining comparable membership figures are underlined by the fact that the Assistant Masters and Mistresses Association, for instance, has members in private schools as well as in the state system, and that the National Association of Schoolmasters/Union of Women Teachers has a thriving membership in Northern Ireland.

Teachers' Association is seeking recognition from the Department of Education and Science and after Mr Carlisle had spoken—passed a resolution announcing it intended to pursue its campaign for a seat on the Burnham committee. At present the National Union of Teachers has a majority of the seats.

During the speech, Mr Carlisle also went on to attack Labour party plans—published last week—in phase out private schools. He said they were "an act of educational vandalism".

"It is a gross abuse not only of the values of education but of human rights but of the individual right of anybody in a democracy to choose to educate his child as he will," he added.

Mr Carlisle also said he "admired" the stance PAT had taken on giving a pledge that its members would never strike, adding: "I cannot see how certain groups can reconcile their professional responsibilities with any decision to go on strike part-way through teaching a child."

The education committee met last Thursday to make economies worth £6m in help save off a financial crisis in the city. The full council had met the previous day and approved a package of spending cuts and rent increases totalling £21m.

The committee, which acted with the power of the full council, fell £500,000 short of its target by rejecting a 15p school meal increase and opting for a 5p rise, by refusing to charge for school milk which would have raised £100,000 and by reducing discretionary awards by only £100,000 rather than by £700,000.

The shortfall means the school for next year must continue. The cuts approved mean that Manchester Polytechnic must reduce spending by £1,045,000 this year on top of a £1.2m cut ordered in March. The city's college of higher education must cut by £135,000 and further education colleges must find £300,000.

The Labour-controlled council has guaranteed there will be no forced redundancies but members agreed to save £450,000 by not filling vacancies and by redeployment of teachers.

Schools must save £55,000 on books and materials and £250,000 on fuel, light, cleaning bills and water. Community education will have to be cut by £60,000, evening classes by £92,000 and the youth service by £73,000.

Mr Nurmum Morris, leader of the council who has faced rebels within his own group, said nobody welcomed the cuts nor claimed they would not do damage, but union this year would save the people of Manchester from more massive cuts next year. He described the city's problems as approaching a crisis of doom-day proportions.

The education committee rubber-stamped the plan by Manchester's chief education officer in an abolition slash forays and to create 11 in 16 schools with tertiary colleges from September 1982. A draft development plan is being drawn up and public meetings will be held in the autumn with a view to a final decision being taken by the end of the year.



Words of greeting for Mr Mark Carlisle from chairman Jeremy Beckett. On the far left is Stuart Sexton, special adviser to Mr Carlisle, and next to him Bryn Rowell, honorary secretary of the PAT.

Colleges urged to weed out incompetents

Colleges should weed out incompetent teachers before they reach the classroom, Mr Keiran Sahar, national student chairman of PAT, told the conference during a debate on education standards.

Members of the union overwhelmingly backed a motion criticising teacher training establishments for failing to meet the needs of probationary teachers—and later went on to urge Mr Mark Carlisle the Education Secretary "to study the possibility of devising an effective method of making the profession secure far incompetent teachers."

Mr Sahar said: "It must be the job of all colleges and universities to ensure that the standards of their training is as comprehensive and relevant as possible so that when their students leave to take up professional posts they do not cause undue burden on the qualified."

"I believe many colleges are failing in this respect. We must have a rigorous weeding out of students unable to make the grade, though this is a minority. We must also weed out the lecturers who are unable to make the grade, even though they too are a minority."

He said there should be more training and that courses would cover such issues as guidance, common illnesses and health and safety legislation.

Later, during the debate on continuing ways of making the profession less secure for incompetent teachers, Mr Sahar said it was "our responsibility to weed out those who are weak" adding that one way would be through a Teachers' General Council.

Mr Carlisle, in his address to the conference, felt it was "a great pleasure to have a general council of the British Medical Association, which will give all the help and encouragement I can to the establishment of such a council," he said. However, he felt it would be wrong for the Government to set it up.

The principal of Bradford College, Mr Eric Robinson, has agreed to act as representative of his teachers' union for the next 12 months to solve the row over his advertising for staff while some lecturers are being sacked with redeployment or redundancy.

Staff were alarmed to "discover" in their July pay cheque that the college had agreed to pay a "time" award of £10,000 to the staff. The college staff liaison committee, resolved last week to declare an immediate dispute with Bradford City Council, and the college now faces a bitter battle with NATFHE to force it to pay the award.

The college committee is also worried over nine lecturers in teacher education who had been told they would not be needed in that department next year but they would be offered "congenial" alternative employment.

Mr Cox said there was no indication of how they were chosen. "And what if they accept the alternative? Will they have lost their right to compensation under the Crombie code?"

Meals 'reprieve' as Manchester cuts £5.5m

Councillors in Manchester have approved a £5.5m cut in this year's education budget but have fallen short of a higher target by refusing to raise the price of a school meal above 40p and by refusing to charge for school milk.

The education committee met last Thursday to make economies worth £6m in help save off a financial crisis in the city. The full council had met the previous day and approved a package of spending cuts and rent increases totalling £21m.

The committee, which acted with the power of the full council, fell £500,000 short of its target by rejecting a 15p school meal increase and opting for a 5p rise, by refusing to charge for school milk which would have raised £100,000 and by reducing discretionary awards by only £100,000 rather than by £700,000.

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Assisted places attacked —by a small majority

By a narrow majority, the conference passed a motion aimed at the government's Assisted Places Scheme: it condemned the spending of extra public money on private schools at a time when the state system was facing cuts in services.

The motion was passed by 67 votes to 59 with 22 abstentions after Mr Dennis Mackinnon, from Wales, its proposer, had told delegates they would be the only significant body in the education world to support the scheme if they voted against it.

Mr Roger Brind, national council member for Wales, said it was estimated it would cost £55 million a year when fully operational and added: "We need that £55 million to look after themselves. They have got their concessions already. They must use them."

Mr Ian Mitchell-Lambert, PAT's press officer, said the scheme was "a hovering failure". First it was not being taken up universally and the areas which were taking advantage of it were primarily in the south-east.

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Spreading the Gospel at a Somerset girls' school resulted in dismissal for Heather Papworth. Bert Lodge spoke to her recently

Testaments to youth

On a hot, stifling, sun-drenched day, a young woman, Heather Papworth, was dismissed from her job as a housekeeper at a 600-pupil girls' independent school in Bruton, Somerset.

She is a large, joyful woman. Happiness radiates from her like warmth from a tea urn, because for her the Gospel is exactly that: "good news".

Good news has this habit of spreading. That is what Miss Papworth was doing. But after complaints from the local vicar, she lost her job as housekeeper at a 600-pupil girls' independent school in Bruton, Somerset.

The insistence of the chairman of the governors, Mr Paul Hobbins, that this is not why she was sacked will continue to seem unconvincing as long as he tells the plain why Miss Papworth got her notice in April, the day after she refused to give him an undertaking to cease her open-air Bible discussion classes. Mr Hobbins refused to meet The TES until insisted that almost all his brief telephone conversations with her off the record, so his point of view cannot be made known. When can he be so harmful about Bible study groups?

Perhaps because, in an age of scepticism and wary faith, they were conducted by somebody who actually believes in all that stuff. "I live the Bible. It's my life", she declares.

Real believers often have had an upsetting effect on the rest of us, particularly the religious establishment. The most distinguished example, of course, being that young Jewish carpenter 2,000 years ago. When he came back to earth, 15 centuries later in Damascus, he told of the Spanish Inquisition. He was promptly thrown into prison and condemned to the stake. His return would cause too much bother, he was told. "We have corrected Thy truth."

In Somerset Maugham's play, *Sheppey*, when the hero announces he is going to "act just as Jesus Christ would have wanted him to, his family immediately send for the doctor."

Within a few months of taking up the post last September, Miss Papworth's house was talking enthusiastically among themselves about what Hobbins really meant, asking for extra Bible study periods and crowding into her sitting room for them even before breakfast.

While she was talking, so The TES three or four 13-year-olds burst into her sitting room and, on the eve of breaking up for the summer holidays, asked for a Bible discussion class as a possible now. "Well, can we have one in the morning then?"

Beaming, she explained of her critics. "They don't understand how little girls like these can be so enthusiastic about the word of God."

Before the rational reader dismisses Heather Papworth as one of those sentimental, fundamentalist bible-punchers, it ought to be known that she has a degree in maths and physics and came to Bruton from a Reigate comprehensive where she worked for 14 years, finishing up as head of the maths department.

She confesses to feeling a "bit rankled professionally on learning



Heather Papworth: "I live the Bible. It's my life."

that she was accused of rejecting the theory of evolution. "I am a scientist. Evolution is a theory which I approach as a scientist which may or may not be true. I still believe in a Creator."

This 41-year-old teacher of maths and scripture opted for a different career because "I wanted a change from being dominated by examinations. I liked the idea of a job where the primary responsibility was that of housekeeper. I'd got so involved in maths, I was losing sight of children."

So how did criticism against her begin? "Well, it has to be recognized that complete conviction may sometimes come over as a form of arrogance. Perhaps this, as well as religion, rubbed off on some of the girls."

In any case, it seems that one of the 14-year-olds approached the local vicar when Miss Papworth was in the village church one Sunday morning in January (the Church of England girls attended regularly on

Sundays). Her attitude of irreverent challenge disconcerted the Rev. Courtney Atkin, 61, priest in charge for only a few months before Miss Papworth arrived in the village.

When contacted by telephone he stated that he himself had been assured by the chairman of the governors that the decision to get rid of Miss Papworth was independent of anything he had done. He then seemed relieved to announce that he was leaving next day for Germany for three weeks and therefore would be "unavailable" for a personal meeting.

But he agreed that besides reporting his encounter with the pupil he had "received from parents a number of expressions of dismay at the methods used of biblical teaching and had simply passed them on to the headmistress."

Indeed he had. He sent two memos during the month of March, totalling six pages. Out of charity to Mr

Atkin, Miss Papworth has flatteringly refused permission for any of the above or so of specific criticisms to be published. So the conclusions of the headmistress who answered each one in writing must suffice: "Some damaging and libellous inferences and some points frankly laughable."

The allegation about which Mr Atkin felt "even more strongly" is the impression that should know the truth "can possibly, pose Miss Papworth, by reproach."

That Miss Papworth has taken girls, including at least one recently confirmed Anglican to a church (St Philip and St Jacob, Bruton)—significantly chastened by the incumbent to "Pip 'n' Jay" which, though nominally Anglican, can, by no stretch of the imagination, be said to conform to the Anglican tradition (on the one occasion on which I have visited the church there was not a single liturgical service, not even a holy communion, on a Sunday).

Where was the headmistress while all this was happening? Miss Dairée Cumberlege, head of Bruton for the past 16 years, supported Miss Papworth throughout and publicly disassociated herself from the dismissal notice. Miss Papworth describes her as a fine Christian woman. But the fact that she was retiring at the end of the summer term put her at a disadvantage in defending her housekeeper (that, plus the Christian refusal to regard anybody in the world as an enemy and treat them accordingly).

Another, notable supporter was the deputy, Miss Wendy Cole, on the staff at Bruton for the past 31 years. She accompanied Miss Papworth to a friend to her meeting with the governors which culminated in the dismissal being confirmed. "She told them that if I had made a more Christian impression on the pupils in five months than she had in 30 years, then she had failed," Miss Papworth said, admiringly.

At the heart of this affair is the question: how far is it the job of the religious education teacher to impart faith, besides just talking about it? Mr Atkin is on record as believing the teacher should make no attempt to influence the child in either accepting or rejecting it. He is in illustrious company.

At a multi-faith national conference two years ago on the shortage of religious education teachers, the then Archbishop of Canterbury said the same thing. But not all the platform agreed. The Chief Rabbi argued that one obligation owed by the older generation to the younger was the transmission of faith.

Miss Papworth is the sort of believer who would neither understand Mr Atkin nor the Archbishop. She is a "believer" in the sense that she believes in the word "obligation" in argument of the chief rabbi. They say the mark of being truly in love is first you have to tell the beloved; then tell everybody else. That just about sums her up.

What will she do now? "I don't know. The Lord will provide." It will too, no doubt, of that at the present time for an experienced maths and physics teacher willing to help with scripture. But a warning to heads: don't offer Heather Papworth a job. If you're afraid of your pupils catching anything in their period a week you have to have on the timetable.

Village school fears as lease expires

A county council's failure to renew the lease on a village primary school has led to a teacher and his wife being ordered to leave.

Mr Stephen King, a teacher at a nearby school and his wife, Bellinda, are asking the Local Government Ombudsman to investigate the action of Suffolk County Council in failing to renew the lease of Ashingdon village primary school, near Sudbury, Suffolk, which expired last week.

The couple live in a house attached to the school, which is owned by a trust fund, the Wytheham Reversionary Settlement, and villagers are worried that the county council's failure to renew the lease may herald the closure of the village school, which has 30 pupils.

At present, Suffolk County Council is attempting to compulsorily purchase the village school from the trust. Meanwhile, planning permission has been given for residential development on the site but officials stress this is only a way of assessing the market value of the land so that the purchase price can be worked out.

Education officials say they are not planning to close the village primary school and are optimistic that they will be no longer which will prevent it from reopening in September, when the lease will have expired.

Mr Homish Anderson, the county land agent whose department would be responsible for overseeing the renewal of the lease, said: "We require the school for many years. It is just that the county council did not serve the legal notice which would have granted us an extension of the lease or allowed us to ask for one."

He refused to comment on why the legal notice had not been served, adding: "This is a matter for the Ombudsman if he is going to investigate it." He said that the county council did not want the school house as it was not a housing authority.

He went on: "It is a good investment to buy for the ratepayers of the county if we own it rather than continue to lease it. In 10 to 15 years, should it ever become necessary, we have got something to sell ourselves."

Meanwhile, Mr and Mrs King, who say they could not afford to buy the house, have been offered alternative accommodation by the district council just three weeks before they were to have moved out of the school house. The General Accident Fire and Life Assurance Corporation, which acts for the trust, said that the lease originally expired last December but was extended to July to help the children complete their school plans should be agreed soon.

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School to work

Payments should stay, says Manpower Services Commission

Allowance cut-backs will be resisted

by Mark Jackson

Any attempt by the Government to cut or cut back allowances paid to youngsters in the programmes will be strongly resisted, says the Manpower Services Commission.

The allowances make up the bulk of the cost of the programmes: to pay them would seem the easiest way of paying for the big expansion of the programmes which will come within the next few weeks and the further expansion which will inevitably follow as unemployment continues to rise during the next year.

Apart from the extra numbers it is likely that youngsters will be spending much longer in the schemes.

Some Ministers have been asking why it should be necessary to pay allowances above the normal supplementary benefits to tempt youngsters onto programmes which are said to be for their own good: Lord Gorman, the Minister responsible for job employment, has talked of abolishing benefits for young people to take part, and given this the carrot of an allowance

might seem redundant. Under existing legislation, supplement benefit can be withheld from those who refuse an offer of what the Employment Secretary considers is suitable training or instruction.

When YOP's temporary predecessor, the Work Experience Programme, was running, the Department of Health and Social Security decided that this sanction did not apply to it because it was closer to education than to training.

The same principle was taken to apply to work experience projects in YOP, but the Commission accepted that, nevertheless, the sanction could be used against any youngster who refused some of the other kinds of YOP activities such as short courses.

But one of the last acts of Mr Albert Booth, Labour's Employment Secretary, was to raise the question of extending the sanction to the whole of YOP. He was advised that all he would need to do would be to sign a short statement approving the whole programme for the purposes of the Social Security Act 1975.

Mr Booth decided that it was his duty to do so, and asked the Manpower Services Commission in confidence for their views: the commission was spared having to

range of starting salaries for new engineering graduates was very wide. The minimum in 1979 was £3,600 and the maximum £6,700 per annum. Compared with the rest of the workforce, new engineering graduates earn less than in 1971, although new graduate salaries have increased substantially.

Nearly one quarter of employers thought that the degree requirement for chartered engineers had had little effect since its introduction in 1971 while others highlighted a variety of results including new graduates with too much emphasis on theory, an improvement in the professional status of engineers and a widening of liaison between the industry and schools.

The survey, also found that the range of starting salaries for new engineering graduates was very wide. The minimum in 1979 was £3,600 and the maximum £6,700 per annum. Compared with the rest of the workforce, new engineering graduates earn less than in 1971, although new graduate salaries have increased substantially.

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reply by the General Election result.

In fact, the MSC's special programmes division, rather than fight it out with the Minister, had advised the commissioners to go along with Mr Booth's plan—largely because they had no intention of using the sanction anyway. Last year fewer than 4,000 youngsters refused places compared with the 216,000 who accepted them.

No action was taken against them because in practice, the commission, like practically the whole of the careers service, is against compulsion by benefit sanctions even where only a handful of the ungrateful and intractable are concerned: it would probably oppose the point of resignations any decision to use that device instead of the money indemnities.

Mr Geoffrey Holland, director of special programmes, told The TES that the commissioners were firmly committed to the voluntary principle and that in any case, dropping the flat allowances was impracticable. Travel costs, which varied widely, would have to be paid to the youngsters, which would involve an enormous increase in administration. "That would swallow up much of the saving and mean a lot more staff," he said.

Mr Booth decided that it was his duty to do so, and asked the Manpower Services Commission in confidence for their views: the commission was spared having to

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OVERSEAS NEWS

Spain

Lack of school places blamed for shock child labour figures

by John Grettton

As many as one and a half million Spanish children under 18 may be in full or part-time employment according to the London-based Anti-Slavery Society. Of these, nearly a quarter of a million are estimated to be aged 14 or less—nearly 2 per cent of the total working population. According to the Society's report, *Child Labour in Spain*, published recently, one of the prime causes is the lack of adequate educational provision.

Three years ago, there were one million more children of compulsory school age (up to 14) than there were places for them in schools. Cypriot children suffer most. Out of 30,000 of school age, only just over half were reckoned to be in school, and even official estimates put the proportion working as high as one in five.

Provision varies by region. In Andalusia, one of the less developed regions, nearly a third of the population is under 15, compared with a national average of just over a quarter. In the capital of the province, Seville, the shortage of places is so acute that children attend school on a rota basis. Freed for half the day, many of them find part-time jobs.

Figures for 10 years ago, before the passing of basic education legislation in 1970, showed that only half the children who started school at five were still attending school eight years later. In some areas, such as Cadiz, the dropout rate rose to over two thirds. More recent figures showed that, of those who started the course, the proportion leaving school with no qualifications but an attendance certificate ranged from one in five in Madrid to over half in Las Palmas, Malaga and Albaceta.

As a result, the report says, "all over the country, tucked away in

elms or small factories, behind the doors of their own houses, out in the streets or in the fields, thousands of children are prematurely leading adults' lives. Cases were found of both boys and girls who had given up working long hours for miserable rates of pay in order to become prostitutes.

How much of this is illegal is a matter of some confusion. The 1944 Work Contract Act forbids any form of work for children under 14, except in out-of-school hours. In theory, this has been superseded by the Labour Relations Act of 1976, which raised the minimum age for working to 16. On the basis of that law, Spain has ratified International Labour Organisation conventions and articles even of the European Social Charter, which outlaw employment for anybody under 15.

However, a clause in the 1976 Act says that the law will only be applied gradually in "co-ordination with the entry into vigour of the General Education Act. According to a spokesman for the Spanish Embassy in London, this is a reference to the Government's aim to provide free technical training for all those who leave school at 14 without going on into secondary or higher education. But the report quotes teachers and social workers throughout the country as saying that not only are there not enough technical training schools, but the teaching in inadequate and the programmes unadapted to present-day demands.

As a result, the 1976 law has not been put into effect. In the words of the report, written by Susan Searlight, "an official social security document" dated 1979 specifically refers to 14-year-old apprentices; a well-displayed notice in the window of a draper's shop in Seville to June 1979 said: "Apprentice wanted, aged 14"; a 14-year-old girl worker was killed on a picket line in Zaragoza in June 1978.

France

University courses pruned in holiday move by minister

by Jane Jesse

PARIS

French government ministers habitually announce unpopular or controversial decisions during July and August, when most of the population is on holiday and there are few people around to complain. Mme Alice Saunier-Saïté, Minister for the Universities, is no exception.

Last week she presented her universities "rationalization" programme, announcing drastic cuts in courses currently offered or planned by the small and medium-sized universities which are mainly those most recently created.

The cuts announced to start immediately will cover the second and third cycles (the degrees which, following a preliminary degree, lead to higher diplomas including the equivalent of doctorates and masters degrees) and will include not only subjects regarded as over-subscribed, but also the sciences. Between now and 1984, all second and third cycle courses will be scrutinized by the Ministry and

those the Minister considers to be superfluous will be terminated. Universities affected include those at Amiens, Avignon, Besançon, Chambéry, Orleans, Pau, Reims and Tours.

At Amiens, for example, 12 of the 15 third cycle courses have been cut, including one in food science unique in France. Second cycle courses covering philosophy, sociology, psychology and physics chemistry will also go. According to Bernard Rousset, president of Amiens, 750 out of 10,000 students will be unable to re-sit there, and most will have difficulty in finding places elsewhere, as universities are facing similar cuts.

At Chambéry, only three courses out of 14 will remain in the second cycle, half the second cycle has been cut at Besançon, and there will no longer be a third cycle maths course at Orleans.

The minister justifies her decision on two grounds: that of reducing costs, and of creating "universities of high quality" to rival their foreign counterparts. She evidently intends to define precisely the role of each of France's 76 universities.

But critics—who include senior and "moderate" university staff, as well as the university teachers' unions—fear the "disappointed" universities will be unable to fulfil the needs of potential students, and deter them from enrolling if their role is limited to the preparation of first cycle diplomas. If these universities are run down, say the critics, higher education will become available only to an elite.

The move is a second significant step in the Minister's policy to restructure French university education, which was expanded and democratized after the student protests of 1968.

The first step was finalized in Parliament last month, with the passing of an Act which changed the composition of the councils responsible for selecting university presidents (equivalent to British vice-chancellors). Professors and senior lecturers had their share of the vote increased to 50 per cent, giving less say to staff lower down the hierarchy and to students.

However, a controversial and fiercely fought proposal to limit voters to senior staff (TES, January 11) was defeated in the Senate.

Sweden

Spending cuts hit adult study grants

by Chris Mosey

STOCKHOLM

Spending cuts have begun to bite in Sweden and the majority of adult students are likely to be without grants this autumn as local authorities are forced to cut expenditure.

The worst cuts will be in the Stockholm area where it is estimated that only a quarter of those asking for grants will get them. But the situation is likely to be similar in most other areas.

"A lot of people are going to

have to give up the idea of studying," said Mr Thomas Skog, of the Stockholm Adult Education Authority, although he said it would be possible for some adult students to seek other grants from various authorities.

The cutback comes at a time when there are more applicants for adult education than ever before. Many of these are part of the nation's 70,000 unemployed.

Adult students can get grants of up to 2,332 Kronor (£233) a month in Sweden, but the money has to be paid back after studies are completed.

Stockholm County has grants for just 1,260 of 3,200 new applicants. The local council on the Stockholm archipelago island of Vaxholm has said it will have to axe first school lunches because of lack of funds, and the Government is preparing a "savings programme" for the autumn that could also cut education spending.

The moves come as a shock to a local Swedish educationist, used to a ready supply of public funds, but in a recent public opinion poll the majority of Swedes said they would rather see cuts in public spending than increases in taxation.

OVERSEAS NEWS

West Germany

More opt to study abroad

by David Dungworth

The 1980 report of the German Academic Exchange Service (DAAD) notes a marked increase last year in applications from West German students for scholarships to study abroad. But in spite of preliminary selection by the universities only about one in three applicants were successful in 1979 and this year the proportion is likely to be only one in four.

The increase in interest is welcome news to politicians and educationists who for several years have been complaining of a growing reluctance on the part of West German students to spend some time at a foreign university.

The Federal Ministry for Education and Science estimates that about 10,000 West Germans are currently studying abroad, whereas 52,000 foreign students (32,000 of them from developing countries) are studying at universities in the Federal Republic.

Moreover the figure of 10,000 has remained approximately constant since 1965, even though the student population has trebled during the past 15 years.

During a full scale debate on the subject in the Bundestag speakers on both sides of the house put forward a number of reasons for the lack of interest. These included:

• The growing desire of students to complete their courses as soon as possible in view of the deterioration in the graduate job market.

• The failure of public sector employers to offer adequate rewards for experience abroad and competence in foreign languages.

• The refusal of West German universities to recognize courses at foreign institutions as being equivalent to their own.

• Lack of information about the opportunities available and a bureaucratic application procedure.

• High study fees and restrictions on the admission of foreign students in some countries.

• The fall in the number of students with a second foreign language following the reform of the grammar school sixth form (TES, May 2).

The DAAD is seen largely as the agency for exportation by many prominent West Germans, including Federal Chancellor Helmut Schmidt, to the efforts of the Federal Ministry for Education and Science and its various affiliated organizations which help to finance visits.

The Ministry's budget for this purpose was roughly DM35 (7.5m) in 1979 and will be increased by almost a third this year.



Study in concentration at the 12th Chemical Olympiad.

Young chemists urged to go for international honours

by Philip Connolly

The United Kingdom, along with other Western nations, has been strongly urged to take part in an international chemistry competition for school children and the Department of Education and Science has said it would consider giving funds to help a British team attend.

The invitation came at the closing ceremony of the 12th Chemical Olympiad held over a period of 10 days in Ljubljana and Vienna.

The 1980 Olympiad attracted 13 foreign teams, seven from eastern Europe. Several of the Western countries attending had little experience of this sort of competition before and Belgium and Italy were only there on a trial basis.

The idea of such academic contests is well established in eastern Europe. Poland, for example, has been running domestic chemistry Olympiads for 26 years and mathematics one for even longer. Winners are rewarded with privileges such as the waiving of university entrance requirements.

To do well in the International Olympiad extra coaching is necessary. The successful countries—Poland, the Soviet Union, Austria, and the Czech Republic—have a special preparation. Laboratory techniques, especially, are worked upon.

This year's competition comprised two five-hour examinations—one theoretical and one practical. The

entrants worked individually and were separated from their teachers until after the last paper. Teachers and delegation officials acted as translators, checking the marking of the Austrian academics who had set the questions.

The 1980 overall winner was Jerry Kosinski of Poland with a remarkable 95 per cent. Poland was the highest country as well, although no team prize is actually awarded.

Everyone involved with the Olympiad was enthusiastic about its value in generating interest in chemistry and providing an international forum. A United States observer was convinced of its worth and hopes that they will be able to send a team next year when the Olympiad will be in Sofia.

The United Kingdom's first local chemical Olympiad was held recently at Norwich but there are no plans for any sort of national competition.

However, a national selection process is not mandatory under the International Olympiad rules and any team of four that was able to make its way to Bulgaria would be welcomed by the organizers.

The Department of Education and Science said this week that it makes a contribution of about 300 to help a British team to the International Olympiad. Any request from a chemistry team would be considered on a similar basis.

Philip Connolly is editor of Education in Chemistry.

Australia

Labour Party promises extra primary funds

by Bill Purvis

SYDNEY

Australia's federal opposition Labour Party has pledged itself to spend an extra \$100m (£20m) on education each year for the next three years if it wins the federal election expected in October or November.

Most money will go to primary schools but there will also be extra funds for technical colleges and universities.

The added funds represent a 5 per cent increase on the present Government's budget of \$42,000m (£8,520m) to be spent on education during the next year.

Under the Australian federal system the states find the bulk of the money for schools, relying on the Federal Government for supplementary finance in this area. However the Federal Government finances higher education institutions.

The Labour Party's proposals for schools include:

• A 100 per cent increase in funds to disadvantaged country areas.

• An increase of 50 per cent on migrant education expenditure.

• Additional emphasis on education for handicapped children in rural areas.

• A three-year programme of review with extra funds to help plan education on a national level.

The most important pledges in the area of technical and further education are:

• An increase in recurrent expenditure to restore the ruling Labor in 1979, involving an immediate expenditure of some \$416m.

• Better access for mature age students.

• Attention to resources and staff development.

For universities and colleges of advanced education the Labour Party promises:

• To re-introduce triennial funding for capital expenditure (introduced by the last Labour government in Canberra in 1974).

• To increase research funding in such areas as energy and youth policy.

• To make provision for research in colleges of advanced education, in co-operation with industry.

Senator John Burton, Opposition education spokesman, said the Labour Party's policy differed from that of the Whitlam Labour government, ousted in November 1975.

However the pledge to increase funding would equip Australian education institutions in cope better with the challenges of the next two decades.

But the Australian Teachers Federation gave the proposals a lukewarm reception. The Federation's president, Mr Gerry Tickell, praised some of the proposals but said the Labour Party's policy differed from that of the Whitlam Labour government, ousted in November 1975.

Mr Tickell said teachers would be pleased with the pledge to increase school building funds to the 1979 level.

"Our surveys show that an extra 9,700 classrooms are needed throughout Australia if classes are to be held in appropriate rooms."

He also welcomed the promise to return to triennial funding.

However he was concerned that the Labour document made no mention of an increase in recurrent funding for schools.

Our surveys show a short fall of at least \$4,500m to meet minimum acceptable standards in government schools. On top of that parents are still forced to pay a total of \$4,500m in fees for supposedly free education. I would have thought the Labour Party would have addressed these issues."

Republic of Ireland

Teachers should play 'major' part in school decisions

by John Walsh

DUBLIN

The need for every school to develop internal participation was stressed at the 50th congress of FIFESO, the International Federation of Secondary Teachers, the congress, held in Dublin, had as its theme "the secondary school community and how to prepare young people for their future in society". It rejected the notion of imposed forms of participation, saying they were a hindrance rather than a help towards willing participation.

It agreed that teaching staff must play a major role in all decision-making within the school, and that teacher organisations must play an important role too in the consultative process in schools.

The congress stressed that particular importance should be given to the role and presence of women in all aspects and at all levels of education. Schools should also encourage a variety of opportunities to extend the interest and involvement of parents.

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New Zealand

Register strike hits colleges

by Lindsay Hayes

WELLINGTON

Technical institute teachers are refusing to mark student registers in protest against a Bill which proposes to remove teachers' rights to negotiate teaching hours.

The action follows a one-day strike last month by the 1,900-strong Association of Teachers in Technical Institutions in protest against the State Services Conditions of Employment Amendment Bill.

But the teachers' latest action could seriously affect institute funding, according to college principals. The statistical output of the registers is the basis for their funding, and once again is expected to finance the precarious state school system.

ious, the technical institutes are funded on an attendance rather than an enrolment basis.

The Education Department, which says it does not want a confrontation with the teachers' union, has asked principals to suggest alternative ways of determining funding.

But the Association feels that the present weighted student hours system is the only viable way of determining money and teachers.

Earlier attempts to unite all teacher unions in protest against the proposal to limit teachers' negotiating rights have resulted in little opposition, the paper says, in the view of the Parliament select committee on the Bill.

Latin seemed on the brink of making a comeback, but the world-wide signs remain gloomy

Dying, dying, dead?

by Hilary Wilce

More to revive the teaching of Latin have been made in a number of countries recently. But classics who hope these signal a general revival of the language will be disappointed. Reports from TES correspondents around the world indicate that the subject continues to make a slow exit from the school and university stage.

Classical studies, including art, history and literature, are to be introduced into schools in the Republic of Ireland this September in an attempt to boost flagging interest in the classics. Only one in 10 pupils in the country's secondary schools take Latin—something that is thought to worry Education Minister, Mr John Walshe, himself a classics scholar.

And in the United States of America, Latin is being used as a new tool to help eight to 13-year-olds to read and understand the structure of language. In Philadelphia and Los Angeles about 20,000 inner-city children are being helped to overcome reading difficulties with courses which emphasise finding the Latin origins of English words, and which also give the children a psychological boost. "It's good for these kids to see they're taking Latin instead of remedial reading", one teacher said.

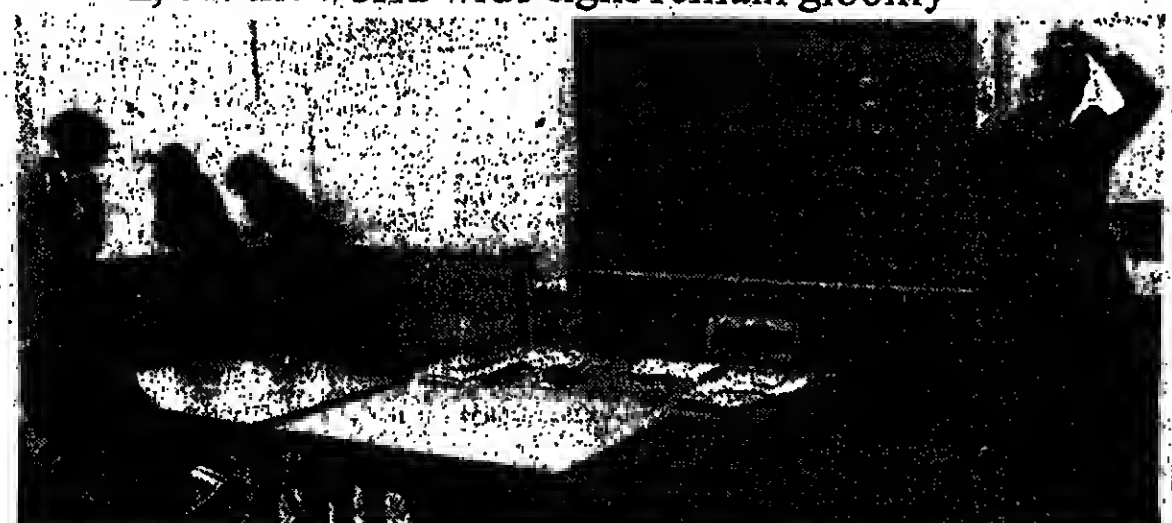
But neither of these recent developments have included attempts to revive "pure" Latin, and in the United States the number of state high school pupils studying it has plummeted from 5.1 per cent of pupils in the mid-

1960s to one per cent in the mid-1970s.

This decline is mirrored in many countries around the world, although in a few places it has been slowed or even reversed often with the help of new approaches and courses developed in Great Britain.

In Canada for example, back in 1970, the handful of rambling British Columbian Latin teachers fought for a stay of execution for their subject after pupil numbers had fallen to 100 and the provincial Department of Education decided it was time to axe Latin from the curriculum entirely. Since then, with the help of the British-developed Cambridge Latin courses, pupil numbers have risen to about 1,000. The Cambridge courses have also helped Ontario to slow its decline, although only about 11,000 pupils in the province are taking Latin in 1980. But in the prairie provinces Latin is virtually extinct with only Alberta teaching it, in just three or four schools.

Latin is no longer an entrance requirement for any North American university. In New Zealand the dropping of Latin as a university entrance requirement for students taking medical and law degrees has helped accelerate the overall decline of the subject. The number of pupils studying Latin dropped by 26 per cent between 1974 and 1979, to a present level of about 6,000, while at university level student numbers have fallen over the same period. Only 63 students are now studying Latin at the country's seven universities. In Australia the picture is the same. In New South Wales, for



Empty classrooms: Latin just doesn't excite the interest of today's pupils.

example, only 188 pupils—less than half of one per cent of final-year pupils—took the Latin paper of the school-leaving certificate this year.

The state of the language in Europe is less clear cut. Although in all Scandinavian countries Latin gets a very low billing, in France there has been quite an upturn in the overall number of pupils studying it. But this has only been among pupils in the first two years of secondary schooling. So although the total number of school children studying the language rose from 19 per cent of the total in 1969 to 20 per cent in 1978, the number of pupils choosing to study it after the age of 15 is still dropping. In 1968, 30,583 students took Latin in the baccalauréat examination. Ten years later there were only 12,444.

Even in Italy, home of Latin, a

political decision abolished Latin for 11 to 13-year-olds in 1977 (the left wing parties did not consider it relevant to modern life). Previously it had been a compulsory subject of study in the first year of the middle school, and optional for the following two years. And in March this year it was decided to postpone the reform of the Latin high school syllabus, on the grounds that an overall reform of secondary schooling was, as it always is in Italy, imminent.

In Britain numbers have also been falling off, but the drastic decline that took place between the mid-1960s and the mid-1970s seems to have now stabilised. The number of candidates sitting O level Latin was at a peak in 1963, when more than 55,000 candidates were entered. This number declined at the

rate of about 3 to 5 per cent over the next 12 years until, however, it had almost halved. Since then, however, they have been holding at around 30,000, and the number of O level candidates and pupils sitting the 16-plus examination have shown a steady expansion, from about 3,300 in 1974 to about 5,000 in 1978.

Reasons for this levelling off probably include the continued support for classics by the independent schools, a check on the falling number of pupils doing Latin in comprehensive schools, and the development of new courses, materials, and methods to attract a new audience.

It gives some hope that although Latin is unlikely ever to regain its central place in the curriculum, it is equally unlikely to disappear entirely.

People

Mr Bryan Nicholson will head a team of four specialists as the new staff inspector for design and technology at the Inner London Education Authority. Mr Nicholson works at present as an adviser to Hillingdon and was a teacher but began work as an engineering apprentice. Mr Frank Fisher, minister of Wellington College, Crowthorne, Berkshire, for the past 14 years and was a teacher at St Edward's School, Oxford, for 12 years before that, has retired. He will continue as principal of Wolsley College, Oxford. His successor at Wellington is Mr David Newson, formerly of Clifton College.

Mrs Margaret Malden has been appointed new headmistress of Oriel Park High School, an independent day school in Stockport, Lancs. Mrs Gwen Anderson retired as head of this term.

Miss Cynthia Derwent returns to England as head of Kendrick Girls' Grammar School in Reading in September after studying for one year in the United States. She has been given an award of merit by the Philadelphia School Board.

Mr Tudor David, managing editor of *Educational Magazine*, has been made a fellow of the College of Preceptors for his outstanding contribution to education. Mr Francis Hill, former education officer for Suffolk, Sir Norman Lindop, director of the Norfolk Polytechnic and Mr John Tomlinson, director of education for Cheshire have received the same title.

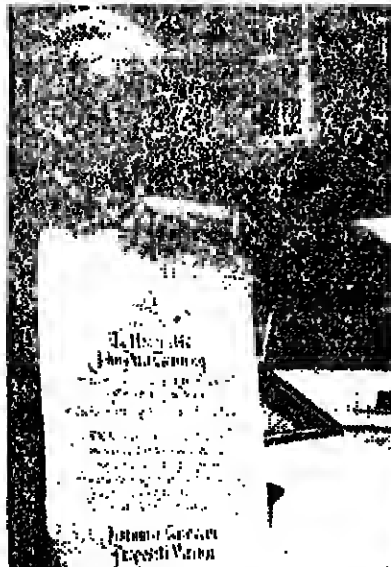
Mr B. Brown of the University of Durham has received a grant of £1,250 from the EEC to research the European dimension in the school curriculum.

Mrs Lyn Watkins, an ILEA advisory officer, has been appointed head teacher of Berger Infants' school in Hackney, North London.

Mr Colin Vickerman has been appointed secretary designate to the Joint Moderation Board, replacing Mr Richard Christopher, CBE, who retires next year.

Mr Ray Blunden, head teacher of Moorfields Primary school in central London, has been appointed head of Tudor Park Primary School in Islington.

Mr Richard Condon, formerly head of history and economics at Audenham Grammar School, Tameside, Manchester, is to be the new head of Normanhurst Grammar School in



Mr John Twining: scull of honour

Chingford, East London, replacing Mr R. Helt. Professor Mary Hesse, professor of philosophy of science at the University of Cambridge, has been appointed by Mr Mark Carlisle, the Education Secretary, to the University Grants Committee for five years. Mrs Jennifer McKee, a graduate in modern languages and for the past seven years head of Langley School, a purpose built comprehensive at Sullihill, has been appointed head of Parliament Hill School, Highgate, North London. Mrs Rosemary Alvarez has retired after 18 years at the school.

Miss Anita Williams has been appointed head teacher of Greenmoor School in Putney, South London, after working as acting head.

Mr Rosa Chesterton, warden of the University of London's Goldsmiths' College from 1953 to 1974, has been made Honorary Fellow by the College Delegacy in recognition of his services.

Mr D. Cornwell, presently deputy head of Lowca School, Cumbria, has been appointed head of St Matthew's Church of England School at Westwood, Carlisle in Cumbria.

Mr J. Berral, head of Tarnhill Primary school in Oxfordshire, has been appointed head of the Heron Hill School in Kendal, Cumbria.

The Rev. Professor James Barr, Professor Eric Stokes and Mr Leonard Buckman have been appointed governors of the School of Oriental and African Studies at London University.

Mrs Jane Keefe has been appointed head teacher of the Nell Gwynn



Mrs Sandra Smith: infants' head

Nursery School in Peckham, South London, after working as acting head of the school.

Mrs Joy Lewis is the new head of Eastgate primary school in West Sussex after serving as head of Elsted district first school for four years. She succeeds Mr Richard Welsh who is now head of a primary school in Somerset.

Mrs Gladys Green has been appointed head of the Caterington day special school for mentally handicapped children in Crawley, West Sussex. She is succeeding Mrs Marian Sear who is taking up a new post in Portsmouth after five years as head teacher.

Mrs Sandra Smith has been appointed head teacher of William Patten Infants' school in Stoke Newington, North London, after working as deputy head of Hungerford Infants' school.

Mr John Twining, a former officer with the City and Guilds and the Technical Education Council, now an educational consultant and adviser of EDCU, was presented with a scroll of honour by the Association of Motor Vehicle Teachers for his four years as the first president of the association.

Mr B. Stanalokis, lately head of the physical education department at Loughborough College of Education, was awarded an honorary M.Sc. degree by Loughborough University of Technology earlier this month.

Mrs M. Christensen was promoted to head of Cuckermouth Grammar School in Cumbria last term after working as acting head.

Miss J. McMurry is now the head of Worlington Grammar School, Cumbria, after a period as acting head.

Mrs P. May, former head of Nelson Street Girls' School, Dalton in Cumbria, is the new head of George Romney Junior school in Dalton.

Professor David Donnison, chairman of the Supplementary Benefits Commission for the past five years, was conferred with an honorary Doctor of Laws by the University of Hull earlier this month.

Miss Jean Mearns, senior lecturer at Doncaster Metropolitan Institute of Higher Education, has been appointed as Mathematical Association Diploma research fellow in the University of Durham for two years. The DMS sponsored fellowship will involve monitoring progress of the diploma in mathematical education and assessing how effective it is.

Sports Diary

Mihir Bose Testing Times

A couple of years ago, *The Sunday Times* sent me to report a match between Chelsea and Tottenham Hotspur. Just before the match was due to start a spectator sitting behind me, tapped me on the back, and with a look I took to be a whimsical smile asked: "Se who are you reporting this match for? *The Sunday Express*?"

When I had educated him, he was truly astonished: "Cor him! I Brian Glanville must have changed colour" (Glanville being the newspaper's football correspondent).

When Glanville heard this story, he was not amused, though it was of course the type of "Well sunshine, you don't want to worry about a suit-on" joke that passes for an acceptable ice-breaker in an otherwise fraught racial situation. In my case, I suppose my peculiar position makes such jokes inevitable: an Indian-born journalist working for a daily English paper.

There is the same. After, perhaps, the tenth time of repetition, that sudden hilarious illumination: "Ah! I see you mean Me Here? How funny!" There is the intrusion of the unexpected into something cosy and comfortable: how could so kindly a man in Calcutta be interested in Surrey and Middlesex?

People forget that, thanks to the World Service's excellent *Sports Round-up* (better than almost any sports programme in the BBC's home repertoire), Messrs Arlott and Johnston are household names there.

Finally, there is the trace of jealousy that characterises, I think, the relationship between every sports enthusiast and the sports writer. "You mean you are actually paid to watch it—cricket, football, anything?" It is a remark almost every sports journalist has encountered. It may be couched in terms of wonder, it certainly carries a trace of resentment.

For while the sports enthusiast may not believe in the Biblical dictum that the meek shall inherit the earth, he certainly thinks that the press, especially the sports press, has a right to be paid for its work. It may be couched in terms of wonder, it certainly carries a trace of resentment.

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LETTERS

CEE must be introduced without delay

I am a little concerned about the article in the TES of June 6 by Bob Doe, which he states, and I quote: "CSE Board Chiefs are understood to be less keen on the CEE than they once were and would not be particularly put out if it was scrapped though they will say so publicly."

This is not true—CSE Boards through their Standing Conference have reaffirmed and stressed the need for a speedy introduction of the CEE and have recently written to the Secretary of State urging him to implement the recommendations of the Keehan study group report without delay.

Throughout the period 1972-1980 CSE Boards have been conducting CEE pilot examinations. Since 1975 CSE cross moderation exercises between the CSE boards have been undertaken in order to look at relative standards. Throughout this period, CSE Boards collectively, acting through standing conference, its steering committee and in particular through the CEE sub-committee of standing conference have contributed extensively and constructively to the discussion on CEE to the School Council preposals and Government statements and have initiated joint development work.

Immediately following the publication of the Keehan study group report, a meeting was arranged between standing conference and Professor Keehan. Subsequently in a letter to the Department of Education and Science, the unanimous support of standing conference for the general framework of the study group was expressed.

This latest further identified a number of the recommendations on which standing conference was of the opinion that further consideration and work was needed, in particular the grading scheme, the nature and timing of the proposed literacy and numeracy tests. In fact, standing conference has initiated a survey of current methods of testing literacy and numeracy at the relevant age range with a view to trialling possible tests. The CSE boards are particularly concerned with the need for the new CEE to be viable and they are willing to operate in groups in order to create an efficient and economic system.

What is more remarkable is the number of students who continue to take CEEs and remain stable over the last few years despite all the factors that militate against taking an examination that is unpopular—1980 subject entries totalling 36,845 against 29,520 in 1979 and an increase of 1,000 centres offering this examination.

I can assure you CSE boards are unanimous in their support for CEE and urge the Secretary of State to give recognition to this examination.

WILLIAM S. FREARSON, Chairman of the CEE Sub-Committee of the Standing Conference of CSE Boards.

Indira, of course, is an unusual case. Test Match tickets are a virility symbol: if you have or can get them easily, then you are a virility symbol in the new India. The new India, in the new India, has been created after independence. Thus in Calcutta later in the series my neighbour in the press box was a financial journalist, who was not going to report on the match, but who considered a seat in the press box as part of the perquisites of his job.

Indians, of course, do compensate for this by providing sumptuous lunches when, for instance, Cornhill, the sponsors of tests in the country, can manage only packaged lunches for three days of a five-day test. Some of the other sportsmen offer this examination.

Put this way, cricket writers appear mercenary, though given the adulation that modern players receive, it would be surprising if writers did not come to expect a spin-off.

This is a situation perhaps not common in the people's sport football. Certainly, the writers' spectacles of the two sports are totally different. Cricket allows for leisurely thinking: even the highest of newspaper deadlines, except when the evening papers, does not require journalists to unlock their typewriters till at least ten minutes before the match. Cricket writers can build up a camaraderie in this press box which can lead to marvellous friendships and a remarkable working atmosphere.

In football you hardly have time to say hello before the match has begun; the pace at which it is played allows for none of the leisurely thinking: even the highest of newspaper deadlines, except when the evening papers, does not require journalists to unlock their typewriters till at least ten minutes before the match. Cricket writers can build up a camaraderie in this press box which can lead to marvellous friendships and a remarkable working atmosphere.

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Policy for 16 to 19s vital before a disaster occurs

How pleasing it was to read your editorial "Wanted: A Policy for Youth" which makes a virtue of necessity" on July 25. Mr McFarlane has indicated in a debate on youth affairs, in the House of Commons, on July 7, that a review of services to young people would be mounted. The time and nature of this review were not indicated, however, and one would be highly surprised if he has been given the brief to act as a convenor for a gathering of departments such as Employment and Education.

Without interdepartmental co-operation any individual initiative is almost impossible before it starts, as different youth affairs cannot easily be isolated, as in the past.

There are now such strong overlaps between school and work, and no work, as the case may be, that the time is ripe for unified plans for young people, in particular the 16 to 19-year-olds, otherwise, as in the past, we will lapse into "policy by heroic improvisation", as indicated in your editorial.

This association is pleased to echo the points you have made and hopes that somebody will understand what it means before a total disaster occurs.

H. BRAY, Chairman, National Association of Youth and Community Education Officers, Horley, Essex.

Mr Wellington's reactions to my ideas were sad, but predictable. Perhaps he should, after all, have discussed his letter with a student of logic, since the conclusions which he draws from my premises are as unjustified as mine would have been, had I drawn any.

However, I did not; instead I raised hypotheses which I asked to be tested. All this is clear from my article in *Physics Education*, in which he is a "Lecturer in Education (Physics)" presumably has ready recourse. It is worrying to think of the preparation of future

physicists by a lecturer who cannot distinguish between conclusions and hypotheses, and who uses secondary sources when primary ones are available.

My article also makes it clear that the basis for a fruitful scientific discussion which may lead to a better understanding of the problems involved.

Science progresses through the resolution of contradictions. It rarely progresses through a re-statement of well-worn traditional opinion, however, firmly put.

L. R. D. ELTON, University of Surrey

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Come if you please, don't if you don't

A school in Cardiff has been moving eastwards across the city, following its gipsy children.

Story by Adam Hopkins,
pictures by Chris Gregory

About 10.15, the battered old Dormobile, with a volunteer university student at the wheel, sets off down the hill from a residential street in Cardiff, clatters past the docks, and out across derelict land by the Bristol Channel.

Within a mile or two it comes to a temporary gipsy encampment, waste land with lorries, piles of scrap, and shiny, chrome-plated caravans twice as long as you would imagine possible. There's a council estate on a crest of hill above, and because there has been trouble here, as everywhere the gipsies go in Cardiff, there is a heavy steel gate to the site, guarded by a security man.

"Ah," he says, "gipsy school," and lets the van and an accompanying car go through. Children come out among the ponies and terriers and begin to chase the vehicles, laughing and shouting and swinging plastic bags—today is swimming day. When the van stops they pile in, though somewhat depleted in number.

A mother sends a message that all her children have woken up with sore throats. But it's come if you please, and don't if you don't, rule one of the gipsy school; and in a moment, with arms and heads protruding from the windows, the van is off to another site, a permanent one closer to the docks.

By 10.45 the van is back at school, at present an upper room in a church children's home. In almost a decade of existence, the school has migrated through Cardiff following the gipsies, as they have been pushed and harried (not too strong a word for what is happening in Cardiff) from the west of the city to the east. Now the children—aged from about three to 12, with a gipsy girl of 15 as a helper—go quietly upstairs. There are, I think, 16 of them this morning, though it is hard to be precise, since everybody moves about so much.

The school grew out of a summer project for gipsy children at Chapter, Cardiff's vigorous and experimental arts centre. Grace Edwards, Mary James and Eunice Thomas, three married women with teaching qualifications, were all involved in this. When they saw that the needs of the gipsy children persisted into the autumn, they decided to keep on with their work on a voluntary basis. Ever since, they have devoted a huge proportion of their energies to it.

At first they had to scrounge for everything: premises, paper, paint, books. The social services have helped. So have student volunteers. Recently they have had a grant from Urban Aid, which has eased the situation considerably, not least by providing minimal salaries for the teachers, who number four apart from purely voluntary helpers. Not surprisingly, the school has occupied a variety of premises during its eastward migration, most recently—and much lamented—an empty theatre in the docks, which seemed to the staff an ideal place to provide the alternative education at which they aim.

Asked to define alternative education, Grace Edwards reached for some notes she has made, discovers she has lost them, and sums up her ideas extempore. There is a cheerful scattiness in many aspects of the school.

"We get the whole family," she says, "making no distinction of age. We don't say, 'You're not five yet, you can't come'. Our youngest was one and a half. We see the school as an extension of their home life, we don't want to do anything against their culture. And in many ways they know far more than house-dwellers. They can drive a car at the age of 10 or 11 and they know about all kinds of metal. That's the sort of point where education ought to start."

The teachers believe that the children's greatest need is literacy. Mary James has designed folders, each of which contains an illustration germane to the life of travellers, and a set of individual words on bits of cardboard which can be

arranged to tell about the pictures. They are designed to be played with, and appear well-thumbed. The pamphlets designed by the West Midlands Travellers' School are also used.

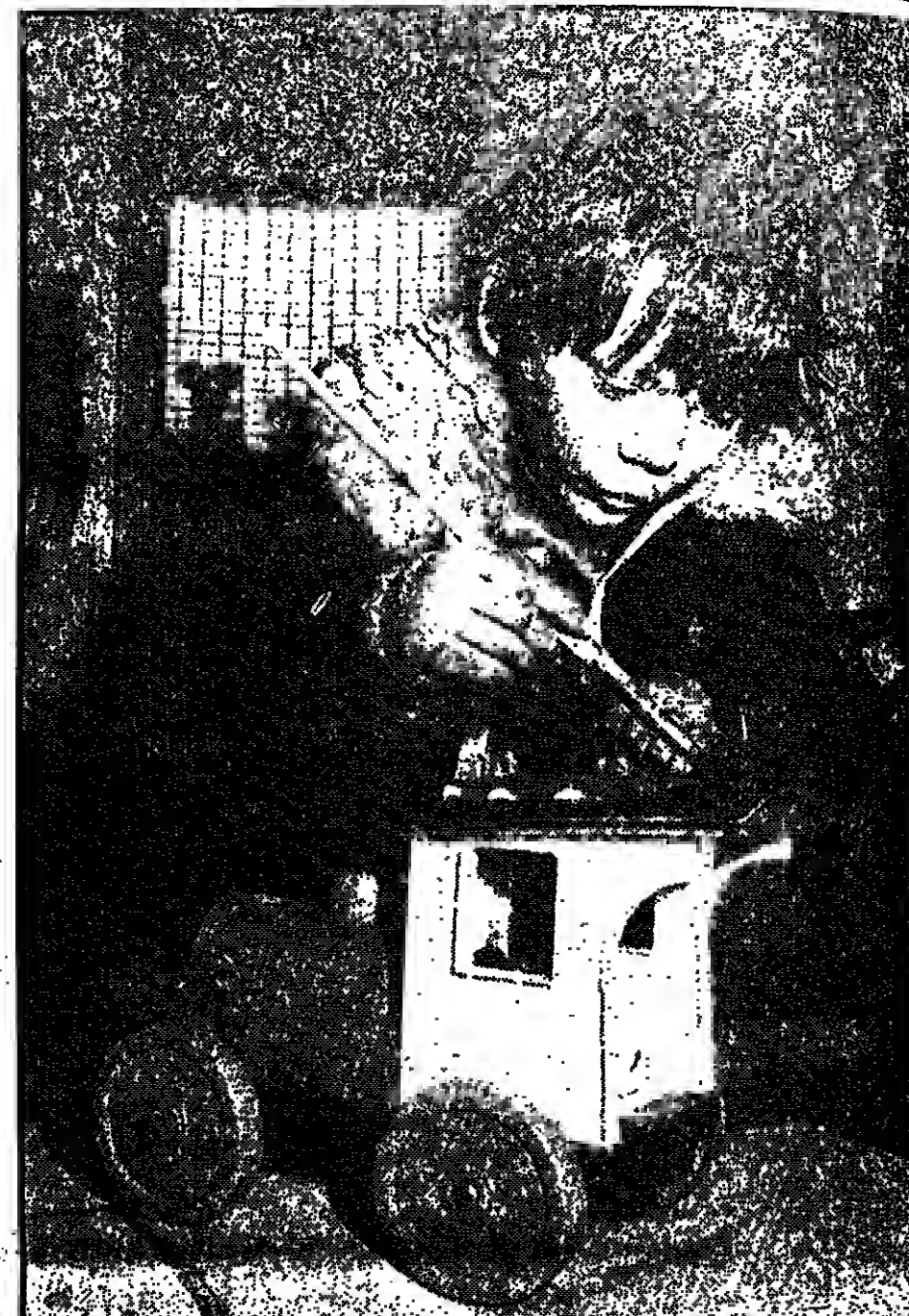
On the wall in the children's home there's a poster showing "my family"—"Dad" a cheerful Romany with a neckerchief, striding through a meadow stick in hand, "Mum" a vivid young woman in headscarf and beads. On a wall in the abandoned theatre there's still a big sign which says "We help to sort our scrap. Raw tin is £1,000 a bag, copper, bronze and aluminium and lead are good. Slang is no good."

Clearly, differing views could be taken towards this concentration on the travellers' own life-style. Grace Edwards

and colleagues believe that the school's refusal to set up rival standards keeps it closer to the gipsies than the perhaps more formal "gipsy units" found inside regular state schools (there is one of these in a primary school in Cardiff).

They also campaign actively for the gipsies, attending demonstrations and the evictions that are a part of gipsy life. They move politely but easily about the gipsy sites, and seem to be taken for granted by the children, rather like the weather.

Alternative education, on the day of my visit, meant a wildly exciting story about Theseus and sundry monsters, told by popular request, but with so many interruptions it was hard to take the story line on board. Then there was potato



Above left: Philip paints a train. The children like practical projects with immediate results. Since much of their time at home is spent helping their parents to earn a living, they get few opportunities for this kind of activity.

Above: Grace Edwards, one of the part-time teachers, works with children on Barry Beach. Visits are an important part of the school programme. Here, the children write their names in the sand.

Left: Grace Edwards and children from the school finish the morning with free milk.

Right: In a reading class, Billy learns to pronounce simple words.

printing "to make our school look nice", craft work, reading and sums. One boy, encouraged to persevere with potato printing, threw off a teacher angrily, and only announced later that he had given up because he wanted to do sums.

Generally, only brief flashes of concentration were demanded of the children, and everything proceeded at no enormous pace. But if there was little time to settle, there was no time to get bored, and by 11.20 the children were washing their feet in an adjacent bath.

This posed a cultural dilemma. Grace Edwards says: "We accept them however their mothers send them, whether clean or dirty." But when it comes to the swimming pool, they have to wash their feet before they go. Is this compromise a wedge between the school and home or

an extension of learning? The teachers believe that the pleasure of the swimming justifies the washing.

At 11.30 the children enjoy, hugely, a hot dinner at a nearby school. Some behave impeccably, others wildly; some are tidily dressed, others messily. The differences between individuals are vast, but it is impossible not to notice while they eat that they share and cooperate to an unusual extent.

By one o'clock they emerge dripping and reluctant from the swimming pool, having won a golden opinion from the attendant. "If they can't swim properly, you know, they help each other, much more than other children." By 1.30 they are home again, wet towels scrunched inside plastic bags, school done until tomorrow.



extra

And the duck-billed platypus came too

Margaret Spencer previews the Third International Conference on the Teaching of English

Any student of French will most certainly encounter the well-worn howler "je suis pleine" used to express satiety, but actually meaning "I'm pregnant." The chief cause of this confusion, I believe, must be the *Le Nouveau Larousse Illustré*, a 1905 Le Grand Larousse Dictionary (hardback £4.35, paperback £2.95) is that it guards against such pitfalls for EFL students with a comprehensive system of labels indicating the stylistic register of each word. "Pleine" is marked "facile" for jargonists, "euph." for euphemistic; and by giving copious examples of usage following each definition. There is a similar, unusually detailed, system of labels for the *Le Nouveau Larousse* usage explained in the introduction as lucidly as the grammatical and other complexities of the English language allow. The definitions are unostentatious and modern, and the dictionary is free of the idiosyncratic and archaic American spellings, for layout is extremely simple.

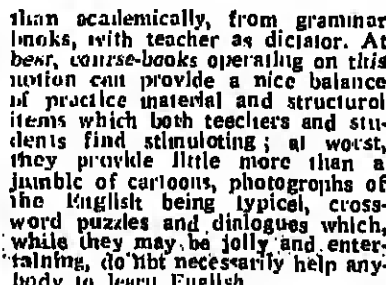
Quite a few births and deaths have occurred in the fifth undating of the Little Oxford English Dictionary (10UP £2.25). New arrivals include, unsurprisingly in the DOP, "words that reflect the horrors of modern life—such as 'think-tank' " "A.C.A.S." "debug" and "punk rock." The oxa has fallen on, inter alia, "Chink, Dago, Nip" and similar racial slang.

Margaret Spencer teaches at the Institute of Education, University of London.

Caroline Mendham

Paddy Bostock on some new EFL coursebooks

Many writers and publishers of textbooks for foreign students



Holiday English, Getting Through
and Communicative I are all aiming at the short course "communication" market, although at slightly different levels. **Holiday English** is for young learners between the ages of nine and 17. It consists of six levels from beginners to post-intermediate and sets out the "authenticity" of traditional conventional English. It is designed to be as flexible as possible and suitable for long, short, intensive and non-intensive courses. It has a magazine format and contains a lot of material on everyday things like shopping, cycling, newspapers and fashions, exploited through many exercises and copious notes for the teacher. The publishers' notes for each level have a communicative analysis of each unit in as well as its teaching and several "housenga functions". These "functions" are presented through topics relevant to the group. The communicative analysis within each unit of the "communicative functions" is given in the appendix of each "function".



Let's converse is little more than a standard exercise book with a few concessions to the oral approach in the form of dialogues, *Practical English* and *Practical French*. The book with pictures (picture of dogs: "What are these?" "They're dogs"), while *New Router to English*, although providing many English, still has a strong oral component rooted in traditional concerns for pronunciation and grammar that *Encounters*, which offers a good balance of functional and structural content, does not. *Encounters* operates on three main themes: talking about yourself as an individual, talking about physical space and time, and instructions for the individual about the environment (the law of which the authors list some dialogues, games, projects, discussions and role plays). *Encounters* is a formal language study session.

Different from the books discussed so far in as much as it concentrates on the narrower area of the market occupied by fairly advanced business and management students, but similar to them in as much as it contains plenty of pictures and encourages a group approach to learning, in *Agenda*, which comes subdivided into a "Casebook" and a "Workbook".

The casebook presents problems for potential executives to solve, problems like: "The Japanese market beckons a Canadian golf-bag manufacturer, but he has not yet found out how to penetrate it in depth" or "A North African citrus fruit marketing board has to find a way to make British housewives aware of the excellence and cheapness of its oranges". By communicating, no doubt, the workbook contains appropriate oral work, too.

The EFL market is at present one of the hottest items of conversation in the world, and is otherwise sickly publishing world. In Britain, as here in which the publishers are still to be made by the same old strike the right chord and to the time. Functionalism seems to be critical. Functionalism is present; both

Paddy Bostock lectures in English at the Polytechnic of Central London.

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Nick McIver surveys books on language teaching

So You Want to Teach English to Foreigners. By Clive Leatherdale. Ahm Press £5.95, 85626 191 2, £2.95, 85626 192 0.

An Introduction to English Language Teaching. By John Haycraft. Longman, 582 55604 X.

Teaching Techniques for Communicative English. By Jane Revell. Macmillan £1.25, 333 27177 7.

Problems and Principles in English Teaching. By Christopher J. Brumfit. Pergamon, 08 024558 7, 08 024559 5.

Principles of Language Learning Teaching. By H. Douglas Brown. Prentice-Hall £5.60, 13 709295 4.

The scope of the English Language Teaching world is huge, from the often unskilled and linguistically unsophisticated primary school teacher in a foreign country, to the confident young exponent of communicative skills in an up-market private language school in Britain. The teacher/trainer/author is hard put to it to satisfy the needs of such a wide market. A useful offering to the less sophisticated teacher may be scorned as simplistic by the already experienced teacher on an RSA course in London, while the alternative may be of little practical use to a colleague with his/her back to the wall in a north Italian secondary school. There is, of course, always the escape onto the level of theory; this neatly avoids the issue, but doesn't bring much practical succour to anyone.

Clive Leatherdale in *So You Want to Teach English to Foreigners*, knows exactly who he's aiming at. Here is a book for the aspirant primary teacher of English who admits to knowing little or nothing about the field. Indeed, it's scarcely about the classroom side of teaching at all—one chapter, entitled "The Direct Method", conveys a somewhat antiquated and considerably simplified version of what some teachers get up to in EFL classrooms. But then this is not what the book is about. It's about the nature of the work, the opportunities and pitfalls, in the wide range of the TEFL business. Mr

Leatherdale expounds on the state of the game, the type of student a teacher will be likely to encounter, the unionisation of private language schools, summer school jobs, working abroad with private schools, and the various other aspects of the business. It's not a deep work, but an interesting and informative one—and, I would say, of considerable use as compulsory pre-course reading for introductory TEFL training courses.

An *Introduction to English Language Teaching* by John Haycraft moves us much further into the pragmatics of classroom teaching. One might criticise this book for its lack of sophistication, and for its lack of recognition of some of the more recent methodological shifts in language teaching—but in due so, I think, misses the point. This is a basic, and detailed, teacher-training manual for the less or inexperienced teacher. Perhaps it can more validly be criticised for its lack of balance—20 pages on the teaching of pronunciation, but only five on listening (and one on reading) do not overplay the importance of pronunciation teaching, but seriously exaggerate and reinforce the lack of attention that the Direct Method and its latterday spin-offs have paid to the "passive" skills. Nevertheless, those who value the contribution of international House in general, and John Haycraft in particular, to English Language Teaching over the years will recognise a great deal of practical merit in this book. It's inclusive, it's suitable for the native and non-native teacher alike, and it simplifies rather than complicates the issue. Many of the more academic members of the profession may disapprove of Haycraft's approach to the simplification and presentation of grammar; I can think of many teachers in the world to whom such an approach would be a godsend.

Jane Revell's book is, unfortunately, less satisfactory. True, *Teaching Techniques for Communicative English* does not set out to cover the whole range of techniques for all the stages of language learning—just those techniques which, as the title implies, are "communicative", by which Jane Revell, essentially means

"getting students talking". A wide selection of these techniques has been here collected under the cover of, as it were, the book's title. But much of it is too superficial in being of much use to the truly inexperienced teacher. For instance, Ms Revell deals with "discipline" in the kind of way that the paragraph that leads one to suspect that she has never taught secondary school class. Her section on mime stories is a recipe for disaster—and should be compared to Haycraft's treatment of the same theme, where the aspect is taken step by step, through the difficulties that can arise in this area if simple precautions are not taken. The final two books under review, by Brumfit and Brown, are both suited for the more experienced teacher, or perhaps for the teacher on a refresher or RSA course. Brumfit's *Problems and Principles in English Teaching* is a selection of his articles from various publications over the last 10 years. It is a collection of interesting material—such as "Correct Written Work"—to higher theoretical offerings ("Communicative Language Teaching—an Assessment"). There is much of value in this collection, and it is worth the reading. Even the more theoretical, somewhat platitudinous, should be compulsory reading material for practising teachers at least twice a year (in case cases) since it contains an implicit summing up of Brumfit's reasonable humanistic approach to the whole area.

Principles of Language Learning and Teaching is the one American publication in this review which, unlike many American textbooks, this field, this one is markedly more readable than *Principles of the Second Language*. It is a readable and wide—from Chomsky (a reasonable and concise summary of his ideas) to Curran, from Chomsky to Curran, from Chomsky to Curran, from Chomsky to Curran. A useful book, and not a bad statement of the "state of the art" today, though I could have wished for a little more on the Silent Way, because of the effects of the "new" what is called "activity" on the current methods. Most British textbooks show an abysmal ignorance (or lack of interest?) in what goes on in language teaching across the Atlantic, and vice versa to a certain extent. H. Douglas Brown's book recognises the British contribution to language teaching methodology and theory. It may be worth a while to do ourselves the favour and pay him the respect of having a look at *Principles*.

extra No cigarettes in the building

Paul Coggle

Systems Development in Adult Language Learning. By J. L. Trim, R. Richterich, J. van Ek, D. Wilkins. Pergamon £3.95.

Waystage English. By J. van Ek, L. G. Alexander, M. A. Fitzpatrick. Pergamon £2.95.

English for Adults: Part 1. By W. Blumel, M. A. Fitzpatrick, J. Quetz. Oxford University Press Course Book £2.50, Progress Book £1.50. Course Leader's Handbook £3.50. Two tapes £13.00. Two cassettes £10.00.

Crash Course. By M. M. Webster, E. W. Castellan. Oxford University Press, Student's £1.20, Cassette £2.00, Student's £2.120, Cassette £4.00, Teacher's £3.00.

Structures in Context. By N. Sikiotis. Longman £1.50. Key 70p.

Pergamon Press has this year published a series of six modestly priced books containing reprints of the most important papers from the Council of Europe's Modern Languages Project. The authors here have been the main agents in initiating, developing and promoting the notional-functional approach to language teaching—undoubtedly the most stimulating influence on the profession within the past decade.

Systems Development in Adult Language Learning (first published in 1971) defines the language needs of adult learners and establishes criteria for the now famous Threshold Level. The original motivation of the project was "the desire to replace the traditional structural organization of language teaching by something more meaningful to the learner". This is the team proposed to achieve by introducing "an alternative to the traditional and grammatical approaches". What the advocate is a notional-functional approach to which structural and grammatical considerations play an important part, but are subordinate in the overriding communicative functions.

Although the English version of Threshold Level which subsequently appeared in 1975 was welcomed for

"the approach it incorporated and the model... it presented", the team soon realized that for many, especially non-academic adult beginners, the Level is "an unhelpful, far-off objective". It was, therefore, decided to define an intermediary objective "roughly halfway between zero and the Threshold Level".

Waystage English (first published in 1977) therefore proposes a course content of which the aim is to "enable the learners to cope at least minimally in those communication situations which may be most directly relevant to them". Crucially, none of the 700 or so items in the lexical inventory could be considered peripheral or irrelevant to everyday situations; in fact a few apparently basic items—e.g. "seat", "building", "cigarette", "carry"—are omitted.

What we mostly seem to be getting at present are essentially structural-situational courses whose authors show an awareness—in varying degrees—of language functions. Genuine notional-functional courses are thin on the ground. *English for Adults 1* is one such course, which claims to take the beginner to Waystage Level. There is considerable overlap with *Waystage* in the structural and lexical items introduced, though additional vocabulary includes "revolving door", "second-hand" and the now unacceptable "Negro" (for "Black"). But language functions are entirely subordinate to structure, rather than vice versa. Negative commands, for instance, are introduced alongside, yes/no questions, simply because both require "don't".

The subject matter of the course is geared mainly to everyday life in Britain. Despite the depiction of a woman sales manager, an unmarried mother and a black teenager, the image portrayed is a very traditional one. Most women are shown as housewives, secretaries or hairdressers. There are nevertheless some aspects which may give the course a certain appeal: a balance between written and spoken language, the division of each unit into manageable sections, clear presentation and good use of visuals, particularly of photographs (although it struck me as strange that, of the first six

people pictured in order to teach "What's his/her name?", only two—Elizabeth Taylor and the Queen—are still alive!).

A basic principle of multiple-choice testing is, however, frequently ignored: structurally wrong, rather than merely illogical, prime answers are offered as possible answers. Too many students produce sentences like, "A Rolls Royce is comfortable as a Mini" without encouragement from textbooks!

If the specimen cassette can be taken as typical, the recordings are rather stilted and uniformly RP. *Crash Course* is a welcome addition to the rapidly growing number of supplementary materials aimed at stimulating oral pronunciation. The series, which consists of three well-illustrated booklets progressing from elementary to intermediate level, covers a wide range of topics and should provide a response from even the most reluctant student. Selective use is recommended, since the topics range widely—from "Buying a Pet" to questioning traditional rules and institutions.

The Teacher's Book includes advice for organizing role play and group discussion, so-called "likely conversations" and transcripts. The recordings are uneven in quality: some actors managing to sound more authentic than others. I also wonder about the wisdom of introducing non-native accents (Indian and German) in the elementary stage. Why model on tape precisely those features which you wish to eradicate?

Structures in Context is precisely what its title suggests and focuses mainly on those structures which present difficulties for the intermediate student. The structures presented are linked to a relevant communicative function. The contextualization varies from very good to weak; almost all the dialogue is a call for a superficial mechanical response. The vocabulary is relevant to everyday life with occasional semi-technical flavour (e.g. the manufacture of coffee to practise the Passive). Mainly for remedial use when all else has failed!

Paul Coggle lectures at the University of Kent.

On darker seas alone

Moir Wilson on books for teaching writing

The problem R. V. White confronts in *Teaching Written English* (Allen & Unwin £2.50) is: where are we to find more inspired writing than the grammar-rummaging drills of the women—silly, catty or fat. The book suggests educational revolution but does come up with some sound proposals. Given the difficulty of creative writing "in" a native tongue, one can only admire his conventions of institutional, rather than creative, prose should be mastered before a foreign student embarks on the less clearly mapped seas of interpersonal language use.

You cannot write unless you have something to say; hence the bulk of the book concentrates on providing EFL teachers with a variety of lively, concrete prompts to the most useful of Allen and Unwin's Practical Language Teaching series. It is hard to imagine who could get beyond the title of the first of these—Planning and Using the Blackboard—(by P. M. Hirst, £2.50)—though tips on "how to hold the chalk and erase" so "the dust falls downwards" might give some bookshop browsers a laugh.

Do Byrne in *Teaching Writing Skills* (Longman £2.40) is more academic in coming to the same conclusions as R. V. White. While his book is still concerned with teaching problems at a practical level, a deeper investigation of psychological, linguistic and cognitive aspects makes it particularly useful to teachers-in-training. Exercise and discussion points encourage teachers as much as

students to be "learners" not "teachers". And it is urged that if the skills of writing are to be mastered, it is of primary importance to be exposed to language through reading. *Attitudes and Opinions* by V. Hazardra-Despotopoulou, (Macmillan £1.50) is worth looking at. Forty-five passages, mainly taken from magazines and newspapers published in the last five years, cover subjects ranging from "The Madness of Art" to the root cause of delinquency. Accompanying exercises are exam-oriented but this in no way undermines the variety of vocabulary and style. While a certain level of proficiency is assumed, there is one aspect in which perhaps too much is taken for granted—most students will need more than a good model to write an original composition. The chances are both they and the page will be left with a shudder if they try to read H. Ross on "The Kissing Habit" (Chapter 4) unless, of course, they are naturally gifted or have had previous guidance in writing sustained passages.

To do the Point by S. Lake and C. Tree (Macmillan £1.50), offers more help in this area. Each unit includes unfinished dialogues and essays, as well as prompts to reports and arguments based on the texts. However, most of the exercises are more likely to be based on the texts than on the subjects than, as is claimed, by "interpretative illustrations". Most of the drawings are far from inspired.

No such criticism could be made of *Writing* (Harcourt Brace Jovanovich £4.50). This "new and

simple approach" to basic composition uses unexplicated cartoons as an organizing principle for conceptual thought. With the underlying premise that "what is graphic is memorable", Meyers has compiled nine graded projects, each focused around a picture. Exercises and explanations guide the student through the use of basic and compound sentences to thesis sentences, complete essays and rhetorical modes of expression. Careful attention to paragraphing avoids a snippet approach to writing, in which isolated sentences fail to cohere.

T. Zinkin's *Write Right* (Pergamon £2.50) gets back to more strictly functional writing. For the person who already has a good grasp of grammar and a range of vocabulary, it offers sensible guidelines to formal English. Help is given with specific tasks such as applications, reports and minutes and there are back-up exercises for practice. Not only does Zinkin analyse language problems with insight and clarity—her suggestions and advice are just as clear and well organized as it is a pleasure to read, a book with so much practical guidance—not just for the foreign student but for anyone wishing to write with maximum effect. S. Menné's *Writing for Effect* (OUP £5p, Teachers' £1.80) is equally valuable. Each of the 20 chapters presents a unit of written English in two contrasting styles, illustrating the different impact of various linguistic devices. Focus is always on the reader's impression: a fundamental consideration since writing does not have the verbal and non-verbal feedback of speech. Talking points promote useful discussion of style and the exercises are generally well controlled.

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Flabby balloons

Oxford Graded Readers: four titles, OUP 70p each.

English Through Pictures. By Christopher Kay and Frances Slimmonds. Collins. Books One and Two 75p each.

Action English Stage One. By Mari-cello Meyer and Robert Sugg. Evans Bros. Pupils £1.60, Workbook £1.15, Teacher's £1.70.

Teaching Foreign Languages to the Very Young. Edited by R. Freudenstein. Pergamon £2.95.

Materials for second or foreign language teaching share a constant problem of trying to make old methods look new and exciting. *Action English*, and *English Through Pictures* but apart from the style of pictures and presentation, there is nothing very different here from the drills and exercises that EFL teaching has relied on for years. The situations in *Action English*, depicted in fashionable cartoon-strips, are sometimes amusing but the language in the balloons is as stilted as that of my EL reading primer.

English Through Pictures uses some famous cartoons, including the home life of one of the world's most famous male chauvinists, Andy Capp, as well as in Book 2 some unexcusably badly-drawn ones by David Simmonds (no relation, one hopes).

Cartoons, of course, thrive on stereotypes and so do "funny

stories", as in L. A. Hill's neat collection of old jokes about the Irishmen, cure children, and the women—silly, catty or fat. The worth reading in any language, the other three new Oxford graded readers are interesting attempts at accomplished authors to write something worthwhile within the constraints of a controlled vocabulary.

These story books, however structured, must be evaluated as literature, because if they have no appeal of that kind, their only practical-fodder would be quite acceptable. The graded reader series are sometimes misleading when "girlfriend" is equated with a friend who is a girl, or "angry" the feeling we have when we are angry.

People who produce materials would benefit from reading Reinhold Freudenstein's excellent collection of European articles on language teaching. Though if they did, they would find themselves out of a job, as the emphasis here is on materials but on context and on the need to communicate rather than to stimulate. The contributors only build their approaches on foreign language learning materials they are even so eager to talk to it with other teachers that they visit correspondence and list addresses. Who knows, they may persuade British teachers that there are more enjoyable sounds than the noise of the drill.

Mary Holford

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extra Inchoate verbs

Roger Flavell on grammar

Horley's *Guide to Patterns and Usage in English* has been and still is widely used. Macklin and Seidl have produced a thoroughly revised second edition of *Exercises in English Patterns and Usage* (Oxford University Press £1.95), which has a cross-reference system linking it closely to both Horley and the *Oxford Dictionary of Current Idiomatic English*. This is a useful facility, allowing the teacher or student ready access to fuller and more detailed explanations. It is possible, however, to use the book quite independently as a general practice book for intermediate and advanced students, although it is clearly more effective with its companion volumes.

Each entry has a brief grammatical explanation in usually non-technical language (despite mention of "inchoate verbs"), then some examples and a range of practice exercises. There are 170 throughout the book. A particularly valuable feature is the consistent contextualization of the examples and exercises with letters, dialogues, etc. This greatly reduces the arid manipulation of sentences in a vacuum, so common in many structure practice books. Another laudable feature is the wider range of structures covered in the 160 pages. Finally, Part V, entitled "Concepts", deals with categories such as time, concession, etc.

Norman's *Advanced Language Practice for EFL* (Hodder and Stoughton £2.45) is apparently fairly similar. It is the same length, it reviews and develops the main structures of English and is aimed at a similar target audience. However, the grammatical explanations are limited, "to allow the teacher and students to find their own methods of approach". Sound practice though it is to let people work things out for themselves, this means the book is much more difficult to use for reference purposes, and many teachers—much less

students—are often not sure if they have worked out the "rule" correctly. As there is no teacher's book, the autonomous student or the uncertain teacher has an easy way of checking. The worst feature is the native error, traditional nature of the texts and structure exercises ("Rewrite this passage in reported speech"), and the lack of contextualization in many of them. To my mind, the Macklin and Seidl is a better buy.

There are several substantial idiom dictionaries around (such as *ODCE*, mentioned above). Lower down the market, Hill has just revised *World's Dictionary of English Collocations* (Macmillan £3.95). It doesn't have the full panoply of mysterious symbols and codes beloved of the lexicographers in the "heavies", but that is perhaps an odd thing for the coverage of students who want a simple, straightforward and easily accessible source of reference.

The revision is in fact a great improvement on the first edition. It is much more clearly aimed at the foreign student than before, with the definitions, examples and notes framed with him in mind. The presentation is much clearer, even positively attractive. And anyway, colloquialisms change rapidly and need early printing and updating.

There remains, however, a problem of selection of entries. The definition of "idiom" is cast very wide. In the space of a page one finds "spread" as a phrasal verb, "spread" which are not strictly idioms. At best they might be classed as colloquialisms. A more accurate title for the dictionary would actually be a "Dictionary of English Idioms and Colloquialisms". The large number of colloquialisms is, in fact, one of the book's strengths and distinguishes it from its competitors. It should certainly help it sell well.

The latest *Collins Concise Dictionary*, this time for English (Collins



£1.20), is in fact one of the *Collins English Learner's Dictionary*, compiled by Wallace, Carver, and Cameron. Its physical shape is much reduced, but not so the contents (down from 25,000 to 18,000 words). There are, too, other changes: "jogging", introduced in deference to the current fashion, is defined as "a slow, steady run". Even if the definitions are sometimes more difficult than the entry, there is none the less much of value crammed into a very handy pocket-sized format.

Worthy of mention are McCarthy's *Grammar and Usage*, A Rapid Review (Harcourt Brace Jovanovich £3.90) and Kaufman's *Mr. Xenophobe's Guide to Grammar* (Peters £1.00). The former is much the more substantial work, aimed at native-speaking students of English. It is not a book of reference à la Fowler, but rather one to work through the many useful exercises. The latter, Mr. Xenophobe's, is a humorous, out-prescriptive judgments on elementary grammar. For me, the joke soon pulls, but there it does include much good advice along the way.

Dr Roger Flavell lectures at the Institute of Education, University of London.

Antic, hey!

Victoria Newman

How often do teachers of English as a Foreign Language, casting about for yet another way to vitalize the giving of personal information, tell the time, or the difference between "since" and "for", long to be able to take the language out of the textbooks and clothe it in the flesh and blood from which it was born.

Taking it out of the textbooks is the motive behind the work of the English Teaching Theatre, now in its tenth year of conveying to English as a Foreign Language students which is as it is, punned, sung and joked. Doug Cuse and Ken Wilson, currently taking the eleventh ETT show round England preparatory to guesting on Dutch television, tours of Sweden, Belgium and Spain, and a second visit to Japan, write material which combines a very giggle at the ETT classroom with a sound appreciation of structural and functional methodologies.

What is the format which has appeared to audiences which have never before seen a native English speaker? First of all, the humour is very British. That is to say, it is gently self-deprecating, part of the comic tradition which licks the audience in collusion with the comic against himself. This is very reassuring to spectators who have to battle with the fear of making fools of themselves in a perplexing foreign tongue. In the show I saw at the British Council on July 23, Brian Bowles and Hazel Inbert were particularly adept at conveying the music of the language. They were also caricaturing the foreign students themselves—usually identifiable and easy to identify with.

Add to that the tradition of a dramatic guile, the so-called villain who is bound to cause his own ruin in the end, exemplified for the English comic tradition in Sid James's role with Hancock, and

for the ETT by Kieran Fogarty who learned and ingested and primed and strengthened engagingly through a medley of broad farce and puns have pantomime—the jokes which no one will fail to get.

Music is as important as the comic sketch in an ETT evening. Music is where the audience joins in, and, as every pantomime teacher knows, once you have got them doing something, you have got them. This is the reason the ETT Office (filling in forms) keeps there is a sing-along while a performer points to a madcap form; after a prologue in the English class on the subject of telling the time, a song about a watch, the mixing in of long sketches with shorter "commercial breaks" and songs is witty and well timed; the performances maintain a consistently energetic and fresh approach to the simplicities of the script.

For the material is simple. You are not going to take them along to the ETT to show them that English is a language capable of expressing profound thought or subtle passions; nor will it help them to lay bare the nuances of social communication; nor for the matter is the discourse of social men. It will, however, show English as a medium for enjoyment.

Some of the sketches from ETT productions in the years 1974/75 are included in *Off Stage* by Doug Cuse and Ken Wilson, which also provides solid class back-up material on the structures and functions covered.

Off Stage 1 by Doug Cuse and Ken Wilson Heinemann Educational Teachers £3.75, Students' £1.75, cassette £6.00, plus VAT.

The English Teaching Theatre are at 106 Piccadilly, London W1V 9PE (01-434 1809).

An Introduction to the Pronunciation of English

Third Edition
A. C. Gimson

A thoroughly revised and re-set edition of the standard description of British English pronunciation. Professor Gimson has included a new chapter discussing the problems facing learners of English as a foreign language, and the levels of achievement at which they may realistically aim. Boards £12.95 Paper £5.25 368 pages

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David Crystal

Professor Crystal's aim in writing this book is to reduce the confusion regularly admitted by people who encounter this field of communication disorders for the first time. He provides a general view of the field, which enables the student to interrelate the main components of study; and a concise introductory account of each of these components to enable the student to see their role in clinical investigation. Boards £14 Paper £5.50 224 pages

Edward Arnold
41 Bedford Square,
London WC1B 3DQ

Pauline Robinson teaches at the University of Reading and is the author of *English for Special Purposes* (Pergamon).

One more golden gold

Brian Winston on a week's television

Mr. Finch, a series of whose films started on BBC last week, was an hour "a point" in *Sunday* *Evening*. I am indebted for information about "poofs" in Barry Norman who introduced the film with yet another biography in his occasional series of "things British Greats, BBC 1, 8.30pm". For those of you who asked when Norman did Laughlin's show was not a disappointment. He wonders how the BBC Upper Management copes with Norman when they are discussing the Corporation's responsibility in editing or leaving or leaving public taste a favourite topic.

Norman brings a rare whiff of yellow press to the small screen; for, wherever else you may see television, prurience is one of its mainstays. Norman seems to be trying to import it to the screen of an art which TV abhors. That he seems to do it in a cheeky-Chaplin style of commentary (Finch "left the army to a relief of both parties") is a relief. That he appears to do so in a pedantic way is a relief. That he is a bit of a bore is a relief. But, as he himself in this programme with hindsight and looking back

now, the upper management should see in Barry Norman today, before he sallies Robert Dornay, Leslie Howard, Jack Hawkins and Gracia Fields as he threatens. His time is something British television could surely do without.

Of course, Norman is trying to be popular and in one level it is possible to sympathize. The forms of television do not make any sort of information easy. Take Norman's *Afghan Exodus* directed by anthropologist André Slager (Granada, Tuesday). Here was an unemotional and serious account of the situation of the Afghan refugees presented in such a pedantic way that it was a pity to watch it.

Because of the archive created by the company's remarkable *Disappearing World* series over the years, there was footage available of some tribal people before the Russian invasion. Slager had found them again in Pakistan but the chance of vividly illustrating the situation by concentrating on one group was lost in favour of an over-kill which tried too much.

The art of finding the middle way in television is a delicate one. It is a balance between the informative and the lively—difficult to achieve. But, as he himself in this programme with hindsight and looking back

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Lion, witch, wardrobe

Mary Finch on C. S. Lewis



Lewis's discovery of and obsession with "northernness", his raging at the "transcendental interloper", his constant questioning of his own thoughts and emotions are skilfully drawn out. But I missed the colour, loud-mouthed Lewis, Lewis the unquenchable bear and tea-drinker, Lewis the scholar. And there is, almost unbelievably, no mention at all of George MacDonald, the nineteenth-century writer whose novel *Phantastes* "baptised" Lewis's imagination and who, Lewis said, influenced every single thing he wrote.

One of Aldersgate Production's aims is "to open the door to faith", and this inevitably leads to particular selection in material and emphasis. But many of the gaps left by this production are filled by C. S. Lewis at the Breakfast Table, to be published on Monday by Collins at £6.95. This is a new collection of reminiscences, edited by James T. Conno, by friends and contemporaries like Bede Griffiths (who debates Lewis's ideas), Derek Brewer (who remembers him as tutor), John Wain, Walter Hooper, A. C. Harwood and many others. Telling details and chance remarks complement and amplify previous published biographical material and, like the Arthur Graessers letters, from which *Song of the Lion* draws freely (and which was published last year at They Stand Together by Collins at £8.95), they often reveal, between their lines, more than any amount of biographical or critical commentary.

"Song of the Lion" will open at the Westminster Theatre, London SW1, on September 25 until October 18. Box office 01-834 7882.

Letters of Dai Greatcoat

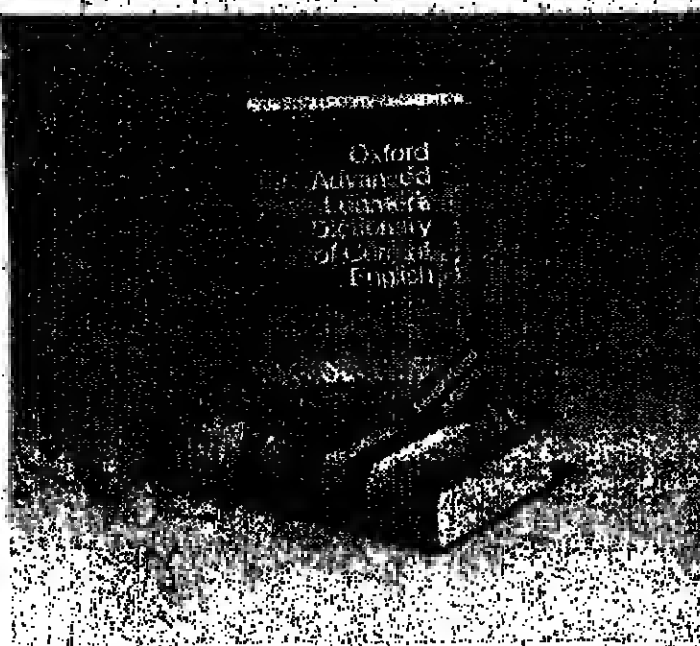
Read Hague's selection from Dai Jones's correspondence with a dozen close friends, together with the biographical links supplied by the editor, comprises a valuable and satisfying biography of this "poet, painter and writer" (Dai Jones's background, ancestry, and experience of the Great War is manifest in this book. The later letters, especially those written a few years before he died, are the most interesting: nostalgic reminiscences on his time as a soldier in the Battle of Passchendaele, the crucial period of his life, and paradoxically the happiest.

Letters which did and did not go into his making, which go a long way to illumine and help one's understanding of these difficult but in accessible major works. How much these poems owe to Dai Jones's background, ancestry, and experience of the Great War is manifest in this book. The later letters, especially those written a few years before he died, are the most interesting: nostalgic reminiscences on his time as a soldier in the Battle of Passchendaele, the crucial period of his life, and paradoxically the happiest.

Dai Wright

Think of a word — think of Oxford!

Revised and up-dated Impression



- ★ the first choice for students and teachers of English
- ★ text completely corrected, revised and up-dated
- ★ A. C. Gimson's system of International Phonetic Association symbols used

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Oxford University Press

Imagining polite distaste

Pauline Robinson

Have you heard? By Mary Underwood.
OUP £1.90.
Realistic English. By Brian Abbs, Vivian Cook and Mary Underwood. OUP. Dialogues 2 £1.90; Dialogues 3 £2.20; Drills 2, students £1.70, teacher's £3.00; Drills 3, student's £1.90; teacher's £3.00.
Penguin Functional English: Dialogues. By Felice Watcyn-Jones. Penguin £2.95.
Stoat Life. By Guy Wellman and Tony Lloyd.
Evans 3 cassettes and work book £20.00, plus VAT at £15.00.
Making Polite Noises. By Roger Hargreaves and Mark Fletcher. Evans £1.00.
Topics for Discussion and Language Practice. By Michael Corrier. Hulton £1.10.

The functional bandwagon continues to roll. One wonders what the student makes of it all. Units headed "Polite distaste" and "People Imagining" and sub-headings such as "How to make a suggestion and how to reply by making a counter-suggestion" feature in recent publications. Penguin Functional English: Dialogues has the most detailed contents in terms of functions and sub-functions. Is this what a student is looking for as he skims through a potentially useful textbook? He probably doesn't make such fine discriminations of his own needs. There's plenty of material for the teacher, however, and a good range of activities. Whether he realizes he needs them or not, a student should get thorough practice in the selected functions, helped by the cartoon drawings by Edward McLachlan and good photos. The book makes an over-stated distinction between formal and informal styles, however, and despite the title is aimed at written practice.

The fine details of functional description are probably more useful when we consider what the student receives—and has to interpret. Mary Underwood has well

demonstrated that the listening skill, formerly seen as passive, can in fact be very active, and a hearty welcome for her *Have You Heard*...? aimed at the pre-intermediate level. Extracts are short (1-2 minutes) and, as usual with this author, are authentic and representative of a wide range of accents and voices. The exercises range between "extensive" listening for gist and "intensive" listening for detail. In addition to the classroom edition we have the sensible innovation of the intensive Study edition aimed both at the teacher and at the increasingly important, self-study student.

This functional approach notwithstanding, students still need to consolidate the basic structures of the language. Contextualized practice is provided in *Realistic English*. This represents a new edition of the earlier *Realistic English*: now split up into the *Drills* and complementary *Dialogues*. This new approach would seem to have many merits. It's more flexible but at the same time there's a greater range of material and more support for the teacher. There are clear opportunities for self-study but also good suggestions for classroom activity.

A slim volume in all senses is *Making Polite Noises*. Some of the "situations" in the practice slot sound fun—but surely over-sophisticated. To make them effective a lot of input is required—which is not provided by the book. A similar end-of-lesson filler would seem to be provided by *Stoat Life*, a lively package of language practice for the intermediate level centring on songs. Some drills are incorporated. Discussion material and again some drill work is provided in *Topics for Discussion and Language Practice*. The idea is good but the topics (and illustrations) are unbelievably depressing and very culture-bound.

Pauline Robinson teaches at the University of Reading and is the author of *English for Special Purposes* (Pergamon).

Shell London Symphony Orchestra Music Scholarship

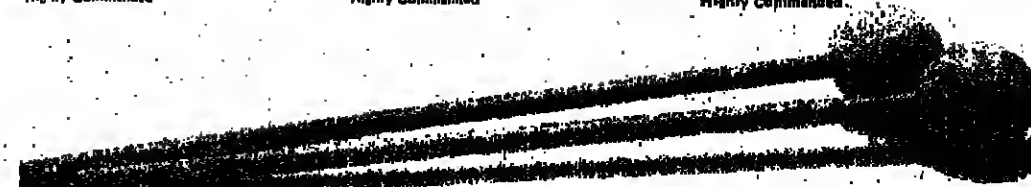
The fourth annual award for young instrumentalists

Timpani and Percussion Workshop

Shell and the London Symphony Orchestra would like to congratulate all of the finalists in the 1980 Competition



Neil Thomas Winner of the Gold Medal
Geoffrey Preston Winner of the Silver Medal
Neil Percy Winner of the Bronze Medal
Mark Gierman Highly Commended
David Hockings Highly Commended
Richard Stoneman Highly Commended



Timpani and Percussion Workshop

Fewer letters in the alphabet

by Mary Jane Drummond

Early Learning Foundation
by James McConnell
E.L.F. 35.
The Four Seasons Publications,
The Studios,
Monkton,
Near Andover.

This is a very much more unusual package than you would suspect at first glance; it takes quite some time to appreciate its wild originality. First impressions are favourable: a shiny green folder contains a programmed learning course in the 3Rs for pre-school children. There are three Open University style "units" for the child to work through, a short pamphlet for the parent-teacher, and three reading books, by a different author, Ruth Ford.

The units are carefully illustrated with cartoon-type drawings and full colour. Unit 1 "Gateway" is quite conventional, in fact it is very reminiscent of the first few books of Fletcher Maths, though much more attractive. By the end of Unit 1, "your child has developed visual and auditory discrimination, a degree of manual dexterity and the ability to sort and match dissimilar objects". So far so good.

It is in Unit 2 "Password" that the author introduces a "completely new concept—the Shorter Early-Reading Alphabet". It appears that one of the reasons why learning to read is such a daunting task is that there are far too many letters in the alphabet. So instead of controlling the child's early reading vocabulary, as is done in many schemes, resulting in "featureless" and monotonous English prose, Mr McConnell has controlled the alphabet reducing it to 18 letters. These 18 letters are not themselves learned until Unit 3; they are first used in

the 41 words of the initial vocabulary which is to be learned by the look-and-say method.

At this point Mr McConnell rather unkindly abandons the parent/teacher. These words "are to be learned", he insists, but refrains from making any suggestions as to how it should be done, though he does utter stern warnings about how not to do it. "Do not make additions to the list. It has been carefully controlled." Note that these are not flash cards, to be produced like jokers from the pack and dangled teasingly in front of a bewildered child.

It is quite clear that some children will spend a very long time indeed working on Unit 2, because no further progress is allowed until every one of those words is learnt and learnt properly. This will not be easy. None of the words have been chosen by the child, because they interest him. He may not even learn his own name; indeed if he is unlucky enough to be called Peter or Vicky he cannot read his own name till the course is completed (p. v, l. v). The words appear in the Shorter Early-Reading Alphabet. The unit contains no reading material using these 41 words, which are not used in phrases or in sentences. Reading is here word-recognition and nothing more. This is certainly an original approach to reading, but I do not see how it can be effective. Meanwhile the child learns to count to 20.

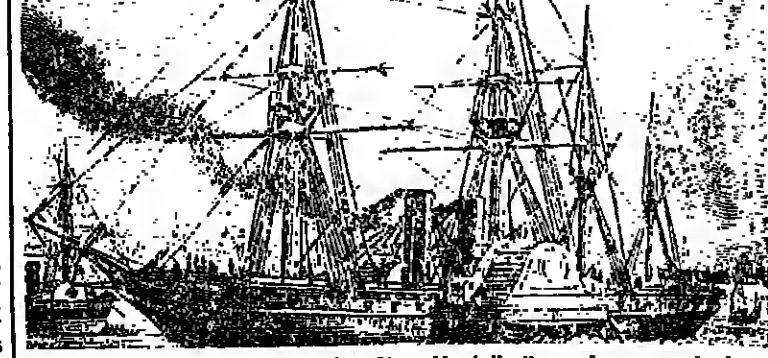
In Unit 3, "Threshold", the child learns the sounds made by the 18 letters, and is now ready for the First Reading Book, which is based on an even more original idea: that there is no need for repetition of new words. The book has 32 pages and uses 158 different words (only 13 from the original 41 vocabulary); 93 of these are used

only once, and only 18 are used more than twice. Each page is complete in itself, with a drawing and caption, and the only way to give a flavour of the book is by quotation: "The owl waits till the sun sets then he comes out"; "The lion wants to eat the deer but the deer is a nimble runner"; "When we come to the end we return to the start". Well, it certainly isn't featureless or monotonous.

While "doing" this first reading book, the child advances in mathematical skills, learning addition and subtraction. Soon he is ready for the Second Reading Book, which is very like the first only more so: for example: "The gorilla is a large animal which resembles a man. It seems fierce but has a gentle nature". It is certainly the only book for four-year-olds to quote Swinburne: "Oh sister swallow on sweet swallow what hast thou found in mine heart to sing? What wilt thou do when the summer is fled?"

The Third Reading Book is another surprise. "Mr Rihno comes to town" is a very good story, worth reading to and by children of any age. But however successful the E.L.F. course was, I cannot believe that this is appropriate reading material for four-year-olds; it is far too long, and the whole was not able to negotiate the stream which was too narrow and too shallow. The animals could hear it sobbing with frustration less than a mile from the town. Mind you, it is all written in the Shorter Early-Reading Alphabet, which must make a difference.

Message to parents: if you can spare £11.35 for a pre-school child, the Early Learning Foundation will not do him any harm; it will certainly help him learn to count, but I very much doubt whether it will teach him to read.



"The Great Western Entering New York." Part of a poster in the set on Ships in the Industrial Revolution from Pictorial Chorus.

Select presentation

by John A. Barker

The Hydra: Feeding Behaviour
3 minutes 30 seconds
The Hydra: Reproduction
3 minutes 20 seconds
Super-8 film loops. Colour, £13 each.
Gateway Educational Media, Waverley Road, Yate, Bristol BS17 5RB.

These two film loops are made from excerpts of the 16mm Hydra film reviewed in the TES (November 30, 1979). The first loop, Feeding Behaviour, includes some of the more outstanding shots in the original film. There are speeded-up sequences of movement in a colony of Hydra and the way in which an individual moves is illustrated. A sequence shows the capture and ingestion of a Daphnia. After's Hydra has ingested three water fleas a time lapse sequence shows the period of digestion and, finally the egestion of indigestible

material through the mouth.

The second loop, Reproduction, is more complex. It covers sexual and asexual reproduction. Asexual reproduction, by budding, is shown in the green and in the brown Hydra. In sexual reproduction the development of the testes and the ovary is shown. A zygote is produced which is then seen developing in the gastrula stage. This embryo, the parent dies and the zygote becomes attached to a stone at the bottom of the water and remains dormant over winter.

The shots of asexual reproduction are clear, although part contains an unexplained shot of a leaf in a pond, which could with advantage be cut out. The sequences of sexual reproduction and development contain some good close-up material, although teachers will need to see that part of the loop several times in order to sort out the details.

media Speaking with confidence

Jenny Lo on a new BBC/ESL project

From October 17, 1980, to March, 1981, the BBC will be transmitting a television series called Speak for Yourself aimed primarily at viewers for whom English is not a first language. The 20 television programmes are the main component of an ESL project which also includes a radio series for teachers, an introductory television programme for ESL teachers, various BBC local radio initiatives, a central multilingual telephone referral service, and support materials in the form of a students' handbook in English, teachers' notes and glossaries/booklets in 13 languages. There will also be a teachers' book on Teaching English as a Second Language available later in the year, to coincide with the repeat transmission of the radio series TESL.

What lies behind this saturation bombing? By the time Speak for Yourself comes on the screen, two years will have been spent on its preparation. No definite decisions on the format and content of the programmes were made until a test programme, in a variety of styles and with a variety of topics, from puppets to cartoons and commercials or a feature on the Chinese New Year had been shown to 1,000 people from 19 language groups, with a knowledge of spoken English ranging from nil to that gained from five years' regular attendance at ESL classes.

ESL learners cover the whole educational spectrum. Some of our target audience may have attended English classes here or in their country of origin. Some may have experienced any basic education in any language. Others may have acquired higher educational

qualification overseas. Speak for Yourself could not be constructed merely as a language course, but as a series of programmes including information of direct use to the viewer.

The audiences who saw the experimental programme were enthusiastic on the need for viewer/pre-teacher identification. A team of five multi-racial presenters will put across the language strategies and provide a link into the informational and cultural items which will make up the magazine format of the show. This format was arrived at by combining the necessary linguistic input with the subjects of most concern to linguistic minorities in Britain—health, education, employment, housing and consumer affairs.

Each of the 20-25 minute programmes will centre on a drama built around the occupants of a large old house which has been converted into three flats. The dramatic episode will be introduced, discussed and analysed by the presenters. Having pointed out the linguistic strategies for best coping with the situation under discussion (e.g. calling the doctor to visit a sick child) a documentary film will be introduced in which ordinary people are shown managing such situations.

This functional/notional introduction to language will be followed by a variety of items including a "Know Your Rights" spot, always linked to the particular theme of the week (for example, Programme 8 on going to the DHSS will contain information relating to unemployment benefit), and quizzes which will involve the audience directly. The programme will wind up with a cultural item illustrating the cultural diversity of Britain today, such as the celebrating of Diwali in Leicester, a recipe for Turkish meatballs, or a story of a Chinese family in London.

While the English grammar in Programme 17, "Housing Repairs",

is not more advanced than that in Programme 2 "Names and Addresses", the various strategies employed become more complicated because the "stress" factors are increased in later programmes. The series does provide opportunities to review what has been covered and it is hoped that viewers will appreciate the versatility of strategies—thus using the telephone to make an appointment occurs at least five times.

To help this adaptation process the teachers' programmes to be televised prior to Speak for Yourself (in a variety of languages) will provide examples of good teaching practice and some examples from the programmes which can be adapted and modified for group or individual use. There will also be teachers' notes containing ideas and suggestions on the best way of explaining the television programme.

All this is still just the beginning. Developing a multi-lingual and multi-media package has been very complex. The innovation of nationally networked television as a resource in direct instruction is itself an innovation. It will be interesting to see whether the cumulative effect of a series of English aimed at an audience for whom it is not their mother tongue will succeed in helping the viewers to Speak for themselves.

● A BBC Publications students' handbook in English can be obtained through bookshops, and free glossaries in 13 languages (Arabic, Bengali, Chinese, English, Greek, Gujarati, Hindi, Italian, Portuguese, Punjabi, Spanish, Turkish and Urdu) will be available through public libraries.

● TESL, the radio series for intending and practising teachers in the field, will be repeated on 31 August 1980-9 October 1980 and on Sunday 4.30-5.00 pm on Radio 4 VHF.

● Speak for Yourself will be transmitted on BBC2 on Friday at 11.00 and on Tuesday at 11.25 and on BBC1 at 15.00, beginning on October 17.

Brainy animals and sad little girls

by Frances Farrer

Most of the time television is bad and children's television is worse. But in the summer it all gets downgraded and children's television almost disappears, leaving a chthonic realm of repeats of series such as Doctor Who, interminable contributions of Emmeline Pankhurst, and the opportunity of avowdropping on family audience information programmes.

Last weekend two of these looked promising. One turned out to be very good and the other was middling. All God's Creatures (Yorkshire Television, Sunday, 12.30 pm), an account of man's relationship with animals, sounded portentous but was fascinating.

The series is introduced by Michael Rorder and looks at man and animals in mythology and religion. Last week we discovered why devout Hindus would hold on to cows' tails, we looked at the symbolism of bulls, examined cave paintings and considered animals with wings.

The commentary combines elegance with pace and is complemented by the music, which is never intrusive, and by the beautiful, slightly animated drawings of Tim Rudiments of Wisdom. Hinkin. There is plenty of information as well as speculation.

This week's programme looks at beauty in animals and will reveal the best way to catch a unicorn and talk about mermaids and phoenixes. Future programmes will examine brainy animals, and answer the questions "What made the wolf wish to become a monk? Why did St. Augustine go to the loo?" and "Why did the ape

enrage the dolphins?" School series could learn a thing or two from All God's Creatures (BBC, Saturday August 2, 6.30 pm). It was very much less well served. Many unfortunate little girls were shown auditioning for the Knave of Hearts for the Kew Gardens School, hawking with misery and turned down, paralysed with shock when accepted.

Tamara Karsavina, one of the plethora of famous ex-pats, was quoted as saying that when she first entered the school she felt like the ostrich of a young nun. The programme suffered from a slight excess of devotion.

There was much talk of spiritual tones, of "the glow", "the lonely, zealous glow", "the long-distance runner" and of the pervasive spirit of graduates who were not to be outdone by the watchful eye of the portraits on the walls. At one point one felt like a voyeur at a séance. The children always looked guilty as well they might. They have to practise six hours a day, diet, study and write home to parents up to 2,000 times a week. We learned nothing of technique, only that we were eked over, and the programme was an overlong, sentimental mishmash of the kind that gives one a branch of show of the children's ambitions are their own and many are their parents' as well as an idle piece of conjecture of what would be in the collection of their parents' acting school as though adults make the decisions. At the weekend's children's programme back here.

Films

The ICA Children's Cinema season: this summer contains an August season of chilling thrillers, and some comedies. These include a beautiful Russian version of The Christian Andersen's story (24 August). The Thing from Another World (9 and 10 August);

The Road to Utopia, a comedy with Bing Crosby and Bob Hope (16 and 17 August); and The Snow Queen, a beautiful Russian version of The Christian Andersen's story (24 August). Institute of Contemporary Art, The Mall, London SW1.

Despite the shrinking pink

Next week Commonwealth

ministers, in charge of the

education of more than a quarter

of the world's people, meet in Sri

Lanka. Hilary Witce reports on

the background to their work

The senior Kenyan administrator who led the TES in Nairobi last year and all the problems familiar to British bureaucrats, and a few more besides.

He had key men above him who seemed to know and care for the country's needs about as much as the warthogs of the neighbouring Nairobi National Park. He had school heads out in the field who had been appointed more for reasons of tribal nepotism than professional competence. He had too many teachers with only the sketchiest training, too many children working from grossly unsuitable texts; and too many parents clamouring for stuff and resources to equip schools which they laboriously built themselves.

He was a tired man trying to do a job from an office that closely resembled one of our own Department of Education and Science's brown cupboards. The only light on his horizon was a forthcoming Commonwealth regional workshop for African educationalists in Swaziland.

However successful or otherwise the workshop turned out to be, one sensed that participant, at least, would gain ideas, and the chance to talk in terms which would know and share all the problems of inappropriate materials to train teachers on a shoestring.

The programme of educational cooperation by the Commonwealth is not very new. This year only about £210,000 will be spent in all, the tiniest fraction of what is spent by other international bodies such as UNESCO and the World Bank. The numbers involved in work- and fellowship schemes will run only very modest thousands, and it will be administered by just one man in the London-based secretariat.

The programme plays an active part in strengthening links between the members of the new Commonwealth, and is an international forum in which to discuss such issues as training, development from the starting point of shared language and a common history.



Photographs by Michael Abramson



cultural ties. If this is not always evident in Britain it is because a great many Commonwealth activities now take place at regional level, in Africa, the Caribbean, and Asia.

Education has been part of the new Commonwealth from its beginning. It was seen as "an indispensable condition of development" and the first education conference was held in Oxford in 1959. Since then, education ministers have met every two or three years to set priorities and to identify areas of concern. Next week Commonwealth ministers, now between them responsible for the education of more than a quarter of the world's people, are meeting in Colombo, Sri Lanka, to discuss an agenda which highlights science and mathematics teaching and non-formal education as key current areas.

Between the ministerial conferences and seminars where participants meet to discuss specialist topics—science education, book development, in-service training, or media in education. Students travel from one Commonwealth country to study in another, under the Commonwealth Scholarship and Fellowship Plan which offers about a thousand places a year. And major specialist conferences, examine issues such as rural education, mathematics teaching, public examina-

tions and the production and use of educational materials.

The programme has always concentrated heavily on teacher education, believing that "training the trainers" is the best way of making best use of resources for a long way. But doubts about the effectiveness of regional meetings have now led to a new proposal that the programme should support detailed projects in individual countries.

"When participants return home they are very enthusiastic, and perhaps they put in a paper with some proposals based on what they have learned. Sometimes their proposals are taken up and something happens, but sometimes it doesn't. The problem is that the follow-up beyond our responsibility at present," Rex Akpofure, the Nigerian director of the programme, said.

More concrete success can be seen in the Commonwealth Secretariat's role in helping to set up the Commonwealth Association of Polytechnics in Africa; in its publication of Commonwealth education handbooks; and in its successful large-scale specialist conference on non-formal education, held in India last year. Out of this conference emerged a set of unusually detailed recommendations to governments on how to stimulate and coordinate developments in this area.

Special reference was made to catering for the needs of school drop-outs, adult illiterates and women, and a working group has since recommended that a Commonwealth resource centre for non-formal education be set up.

However, money is tight. Much of the education work is financed from the Fund for Technical Cooperation, the development agency arm of the Commonwealth, which is particularly concerned to help countries develop their necessary pools of skilled manpower. But this fund is fuelled by voluntary contributions from individual countries, and the past two years have seen a shortfall on the funds expected. As a result seminars and workshops have been cut by 50 per cent in some areas.

Luckily the official education programme is not the sole channel for co-operation. The Commonwealth also runs a small-scale youth programme and the Association of Commonwealth Universities, which administers the Commonwealth Scholarship and Fellowship Fund, maintains links with more than 200 institutions and helps universities to recruit staff from outside their own region.

And in Britain, past colonial service and affections means the Commonwealth has many friends in high places. The House of Commons-based Council for Education in the Commonwealth monitors educational developments and lobbies for Commonwealth interests, and the British government-funded Commonwealth Institute not only provides a Commonwealth cultural centre in London but is also actively pressing for more teaching about the Commonwealth in the schools of member countries.

Even so, recent Government moves to raise overseas student fees, while at the same time cutting back the aid programme, a Commonwealth youth exchange programme, and all funds to promote development education at home, are likely to damage seriously future relations between Britain and the rest of the Commonwealth.

The rise in overseas student fees will have a great impact on Commonwealth countries such as Malaysia, Sri Lanka, Kenya and India, and has already caused much bitterness. If the outcry against this move at the current Colombo conference is tempered, this will only be because of the large proportion of Commonwealth funds that Britain provides.

The Royal Commonwealth Society, however, is not bound by such constraints and has recently produced a detailed briefing paper arguing that these Government moves "will do lasting harm out of all proportion to any quick marginal benefits to the economy".

